

Fifth Grade Social Studies: Integrated Early American History

Unit 2: Three Worlds Meet

Big Picture Graphic

Overarching Question:

How did the interaction of three worlds transform human societies?

Previous Unit:

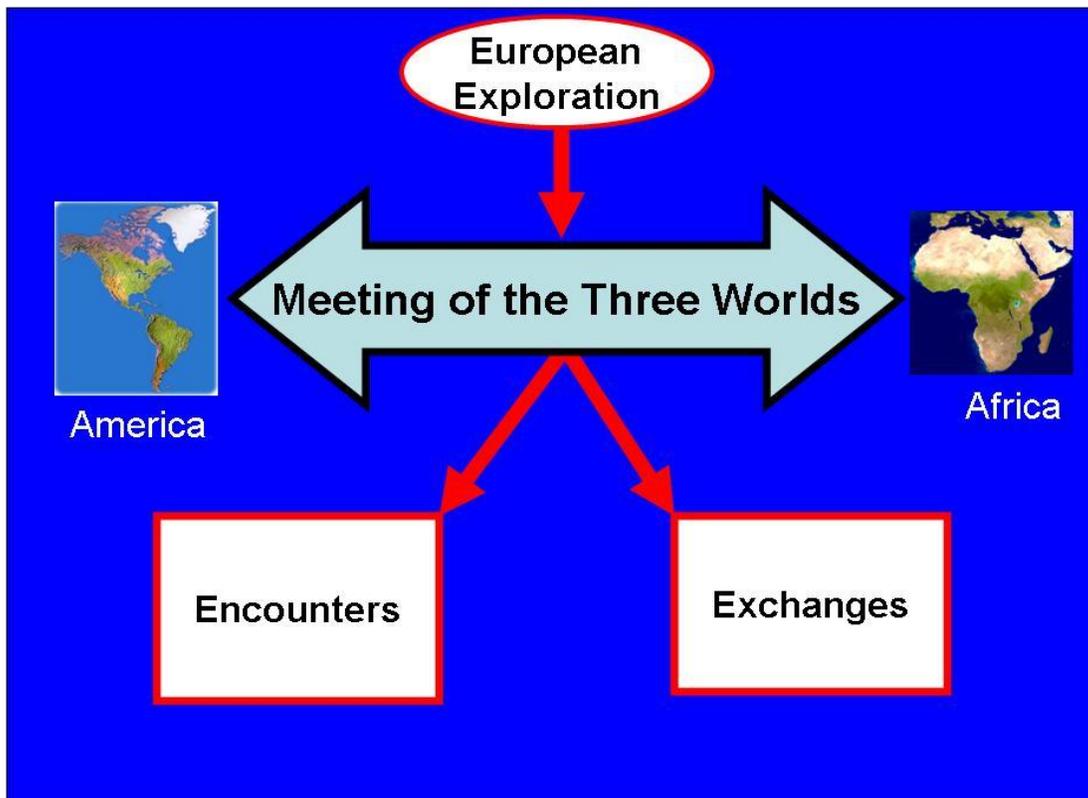
Our Government

This Unit:

Three Worlds Meet

Next Unit:

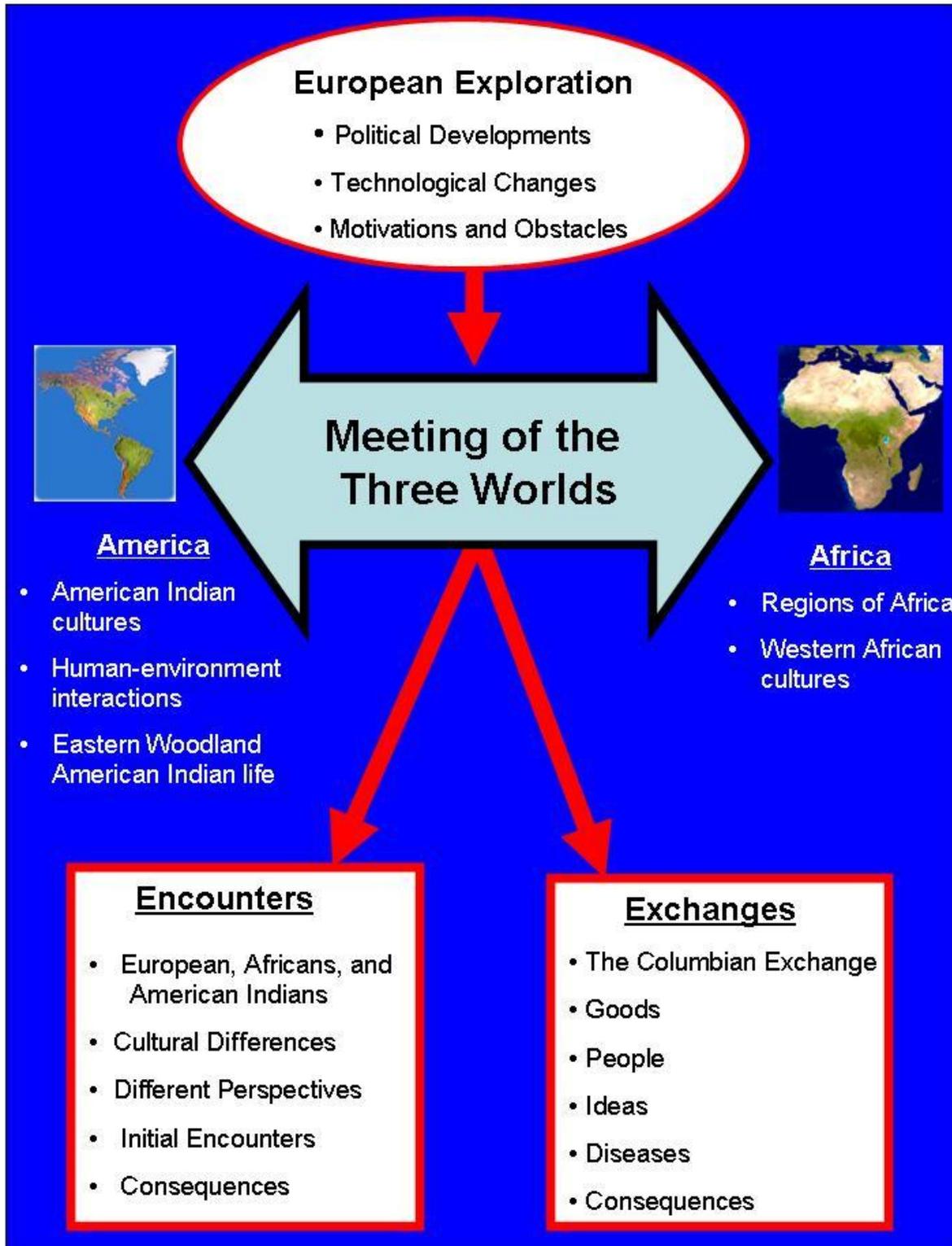
Colonization and
Settlement



Questions To Focus Assessment and Instruction:

1. How were the worlds of America, Africa, and Europe alike and different?
2. How and why did the three worlds meet?
3. How did Europeans, American Indians, and Africans view the meeting of their three worlds?

Graphic Organizer



Historical Overview:

The study of American history begins with the peopling of the Americas more than 14,000 years ago.¹ These ancient human societies adapted to diverse physical and natural environments resulting in unique cultural differences throughout the western hemisphere. Despite differences in language, shelter, labor systems, political structures, and economic organization, some Native societies shared common elements such as gender roles, family organization, religion, and values.

During the 15th century, Europe experienced wide scale economic development, the rise of bureaucratic states, and technological innovations. These changes facilitated trans-Atlantic exploration and resulted in the convergence of Native American, African, and European people through colonization and the slave trade. Prior to these encounters, the West African empires of Ghana, Mali, and Songhay (Songhai) had developed government systems, traded with Saharan and Sub-African, and adapted foreign ideas to their own uses. Understanding the indigenous people in the Americas and the forced migration of Africans provides a perspective on the past and informs the interactions among people from different “worlds” – America, Europe, and Africa.

Early European exploration, colonization, and conquest facilitated the trans-continental exchange of plants, animals, disease, and people known as the Columbian Exchange. Five significant long-term consequences resulted from the meeting of three worlds. First, the voyages started the redistribution of the world's population from the “Old” world to the “New”. Not only did millions of European immigrants eventually flock to the Americas, at least 10-12 million enslaved Africans were forcibly relocated on the west side of the Atlantic.² This migration of people had disastrous effects on the indigenous population of the Americas. Second, the arrival of Europeans led to the rise of the first trans-oceanic empires in world history. Third, exploration ignited a world-wide commercial expansion including a burst of European capitalist enterprise. Fourth, the voyages led to the establishment of English settlements, which ultimately would provide fertile ground for ideas of representative government and religious tolerance. These ideas would inspire political transformations in America and, over several centuries, would inspire democratic movements throughout the world. Lastly, at a time when feudalism were fading in Western Europe, new plantation economies emerging in the Americas employed forced labor on a considerable scale.

Challenges for Students:

Students will face challenges in navigating both temporal and spatial scales when studying this period of American history. Temporally, this unit encompasses a huge scope of time from the peopling of the Americas to the transformation brought about by increasing networks of exchange. It is important for students to recognize that these indigenous societies were not static prior to European arrival. Rather, these societies grew and developed over time. Additionally, it is necessary to widen students’ “geographic lens” in order to understand this period of history. The use of world maps and globes

¹ Although historians and archeologists debate the exact date and method by which humans reached the Americas, the leading theory holds that they crossed a land bridge – Beringia – across the Bering Strait between Siberia and Alaska starting about 14,000 years ago.

² The current scholarly consensus is that approximately 12.5 million Africans were enslaved and transported by Europeans to the western hemisphere between the sixteenth and nineteenth centuries. New discoveries about the slave trade are updated online at “Voyages: The Trans-Atlantic Slave Trade Database,” www.slavevoyages.org.

creates a larger spatial scale and provides a global perspective for students to learn about distant places involved in the meeting of three worlds.

Unit Abstract:

In this unit, students study early American History with a focus on the period prior to 1585³. Starting with the art of historical thinking, students review the questions historians ask in examining the past. After they reconsider the tools historians use (primary and secondary sources, artifacts), they explore their textbook as a type of secondary source. In doing so, students examine text structures, text features, and the role of informational text in learning about the past. This unit takes a separate examination of life in America, Africa, and Europe in order to set the stage for the convergence of these three worlds in America. This approach prepares students to understand the exchanges and conflicts that resulted from the convergence of three distinct peoples in America. Accordingly, students begin their study with America, using a geographic lens to identify major American Indian cultural groups and compare how people living in different geographic regions adapted to and modified their environments prior to the arrival of Europeans. Students take an in-depth examination into the life and culture of Eastern Woodland American Indians. Students then shift their focus to the continent of Africa. In learning about how people lived in western Africa before the 16th century, students create a foundation for examining how the meeting of the three worlds affected people from this continent. Next, students turn to Europe as global exploration began. They analyze the goals, motivations, and developments that made sea exploration possible through case studies of various explorers. Students explore the convergence of Europeans, American Indians, and Africans in North America after 1492. In considering the Columbian Exchange, students describe the widespread movement of plants, animals, foods, communicable diseases, ideas, human populations, and goods, and how human societies were affected. Finally, students analyze the consequences of the encounters and exchanges among these three worlds and how people from each continent viewed the convergence.

Focus Questions

1. How were the worlds of America, Africa, and Europe alike and different?
2. How and why did the three worlds meet?
3. How did Europeans, American Indians, and Africans view the meeting of their three worlds?

Content Expectations Addressed

- 3 - *H3.0.1*: Identify questions historians ask in examining the past (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).⁴
- 5 – *U1.1.1*: Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

³ Since this unit deals with the time period prior to English settlement, 1585 is used as a reference point because that is the time of the first English settlement in North America (Roanoke).

⁴ The portion of this expectation that references “in Michigan” has been omitted for the purposes of this unit.

- 5 – *U1.1.2*: Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.
- 5 – *U1.1.3*: Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.
- 5 – *U1.2.1*: Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.
- 5 – *U1.2.2*: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).
- 5 – *U1.3.1*: Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).
- 5 – *U1.3.2*: Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.
- 5 – *U1.4.1*: Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.
- 5 – *U1.4.4*: Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.

Common Core State Standards

- RL.5.5*: Describe how a narrator's or speaker's point of view influences how events are described.
- RI.5.2*: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.4*: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5*: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6*: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7*: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9*: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10*: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- W.5.2*: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

cause and effect
chronology
cultural diffusion
culture
Columbian Exchange
empire
exploration
historical thinking
human/environment interaction
informational text
perspective/point of view
region
three worlds

Duration

6 weeks

Possible Lesson Sequence

Lesson 1: Thinking Like a Historian
Lesson 2: Text Features and Text Structures in Social Studies Textbooks
Lesson 3: Comparing Southwest Native Americans and Pacific Northwest Native Americans
Lesson 4: Eastern Woodland Native Americans
Lesson 5: A Brief Look at West Africa
Lesson 6: Reasons for Exploration
Lesson 7: A Case Study of Columbus
Lesson 8: Encounters and Exchanges
Lesson 9: Three Worlds Meet

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

An example of narrative text such as a story picture book or a chapter book
Chart paper
Crayons or markers (six different colors)
Colored Pencils, Crayons or markers: blue, yellow, green, brown (for each student)
Globe
Highlighters – at least two per pair of students in different colors
Map of North America
Overhead projector or document camera/projector
Salt and a piece of gold jewelry (optional)
Scissors
Small amount of peppercorns (one per student) and a peppercorn container
Sticky notes
Student journal or notebook
White construction paper
World Map

Student Resource

1492: An Ongoing Voyage. Library of Congress. 1 August 2011
<<http://www.ibiblio.org/expo/1492.exhibit/Intro.html>>.

Age of Exploration: Build an Astrolabe. The Mariners' Museum. 1 August 2011
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<<http://library.thinkquest.org/TQ0312452/wampum1.htm>>.
- Kalman, Bobbie. *Life in a Longhouse Village*. NY: Crabtree Publishing, 2005 (optional resource).
- - -. *Life in a Pueblo*. Native Nations of North America series. New York, NY: Crabtree Publishing, 2001 (optional resource).
- - -. *Nations of the Eastern Great Lakes*. NY: Crabtree Publishing, 2005. (optional resource).
- - -. *Nations of the Northwest Coast*. Native Nations of North America series. New York, NY: Crabtree Publishing, 2001 (optional).
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- The Longhouse*. 1 August 2011 <<http://www.peace4turtleisland.org/pages/longhouse.htm>>.
- *National Museum of the American Indian Book Store. 1 August 2011
<<http://www.nmai.si.edu/subpage.cfm?subpage=shop&second=books>>.

* Although not used in the lessons created for this unit, these resources are included to provide meaningful options for teachers.

**Native American Cultural Regions Map*. U-S-History.com. 1 August 2011
<<http://www.u-s-history.com/natammap.html>>.

Native Americans: People of the Desert. Peter Matulavich Productions, 2004. Full Video.
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<<http://www.mnh.si.edu/vikings/>>.

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<<http://www.rense.com/general45/thanks2.htm>>.

Wisniewski, David. *Sundiata: Lion King of Mali*. New York: Sandpiper Books, 1999.

Yolen, Jane. *Encounter*. NY: Voyager Books, 1996.

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1492: An Ongoing Voyage. Library of Congress. 1 August 2011
<<http://www.ibiblio.org/expo/1492.exhibit/Intro.html>>.

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- Cameron, Ann. *Orca's Song*. NY: Harbor Books, 1987 (optional resource).
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- Cultural Encounters and the Exchanges that Occurred*. 1 August 2011 <<http://www.nchistoryday.org/explore.pdf>>.
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- Egbo, Carol. *Supplemental Materials*. Teacher-made material. Michigan Citizenship Collaborative, 2011.
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* Although not used in the lessons created for this unit, these resources are included here to provide meaningful options for teachers.

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A Historical Look at Native Americans Theme Set. Washington, D. C.: National Geographic Society, 2005.

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<http://www.loc.gov/today/placesinthenews/archive/2009arch/20090513_waldseemuller.html>.

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<<http://www.history.org/history/teaching/newsletter/volume8/sept09/primsources.cfm>>.

**Three Worlds Meet*. 1 August 2011 <<http://www.mrburnett.net/threeworlds.html>>.

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<<http://chnm.gmu.edu/fairfaxtah/lessons.php?browse=timeperiod&function=find&tpd1=1>>.

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Lesson 1: Thinking Like a Historian

Big Ideas of the Lesson

History is the study of the past.

Historians are people who study the past.

Historians study the past by trying to answer certain questions.

The questions of history are: What happened? When did it happen? Who was involved? How and why did it happen?

Historians investigate primary and secondary sources to try and answer the questions of history.

Lesson Abstract:

In this lesson, students practice the skills of historical inquiry as they review the questions of history that they have learned about in previous grades. The lesson begins with an activity designed to assess prior knowledge as students construct a graphic organizer describing historical inquiry. Students then discuss historical evidence as they analyze a primary source. Students next review chronology as they complete a timeline showing the major eras of history covered in third, fourth and fifth grades. Using a second primary source, they explore how point of view impacts people's interpretation of events. Finally, they review cause and effect relationships and their importance in understanding history.

Content Expectations

3 - H3.0.1: Identify questions historians ask in examining the past (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).

Common Core State Standards

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RL.5.6: Describe how a narrator's or speaker's point of view influences or speaker's point of view influences how events are described.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-

one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

chronology
historical thinking
point of view

Instructional Resources

Equipment/Manipulative

Chart paper
Crayons or markers
Overhead projector or document camera/projector
Scissors
Student journal or notebook
White construction paper

Teacher Resource

The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770.
Colonial Williamsburg Foundation. 1 August 2011 < HYPERLINK "http://www.history.org/history/teaching/enewsletter/volume8/sept09/primsources.cfm" <http://www.history.org/history/teaching/enewsletter/volume8/sept09/primsources.cfm>>.

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Lesson Sequence

This lesson assumes that students have learned something about historical inquiry. You may wish to skim over Lesson 1 of Unit 1 of the Fourth Grade MC3 materials to see how historical inquiry was explored in that grade level.

Distribute a copy of "Constructing a Graphic Organizer" located in the *Supplemental Materials (Unit 2, Lesson 1)*. Explain that students should cut out the pieces and use them to construct a graphic organizer describing "The Questions Historians Ask." Explain that they will need to draw arrows connecting the various pieces of the organizer. Remind them that they have seen similar organizers in both grade three and grade four (requires blank piece of paper and glue).

Give students time to complete the organizer. Then, have them share and compare their organizer with a partner. Have students place their organizers in their social studies journal/notebooks for later use in the lesson.

Using Word Cards #1 and #2, review the terms 'history' and 'historian.' Then,

pose the following question and have students write a brief answer in their social studies journal: How is a historian like a detective? Give students time to write and then have them share their ideas in the large group. Note the following information was used in grades 3 and 4 to explore this idea:

Like a detective, a historian looks for clues.

Like a detective, a historian gathers evidence.

A historian reconstructs the past like a detective reconstructs a crime.

Using Word Cards #3 and #4, remind students that historians gather evidence from both 'primary' and 'secondary' sources. Using a simple T-chart you draw on chart paper, guide students in listing examples of both kinds of resources. Encourage them to try and remember the different sources used in grades 3 and 4. Note that these include:

Primary: diaries, journals, photographs, letters, historical maps, artifacts

Secondary: textbooks, historical fiction

Place students in pairs and give each pair a copy of "Mystery Source #1" and the "Analyzing a Source" chart located in the *Supplemental Materials (Unit 2, Lesson 1)*. Explain that partners should work together to analyze the source and complete the chart. Give pairs time to work and then discuss the illustration in the large group. Note that a chart showing sample answers has also been included in the *Supplemental Materials (Unit 2, Lesson 1)* for you to use as a reference.

Ask students what they could do if they wanted to better understand what is happening in the illustration of Mystery Source #1. Discuss their ideas. Note that possible answers include:

Look for other sources that relate to the event. These could be primary or secondary.

Ask someone who knows a lot of history about the event.

Try to find this illustration or a similar one in a textbook or online.

Collect the charts to be used again in Unit 5 where students will learn more about the event depicted in the illustration. They may then wish to alter their analysis of the source.

Display the "Future Historian's Report" located in the *Supplemental Materials (Unit 2, Lesson 1)*. Read the text with students and analyze the photograph below it. Use the following questions to discuss the text and photograph:

Is the analysis of the photograph correct or incorrect? How do you know?

Do you think there are time machines at the time this historian is living?

Why or why not?

Why do you think the historian said what he did in his/her analysis of the photograph?

What are some things this historian could have done to be more accurate in his/her analysis?

Pose the following question: What important ideas about history and historians can be learned from the previous activity? Discuss student responses. Note that possible answers include:

Historians can be wrong about the past.

To understand the past you need to use lots of sources, not just one.

Because the past can be very different from the present, it is sometimes hard to understand the past.

Historians often try to understand the past by comparing it to the present.

Remind students that historians want to understand what happened in the past AND when it happened. Using Word Card #5, explain that historians are interested in the 'chronological order' in which events of the past occurred. Ask students what kind of an organizer or diagram can be used to understand chronological order. Discuss their responses and then use Word Card #6 to review the term 'timeline.'

Give each student a copy of the "Timeline" located in the *Supplemental Materials (Unit 2, Lesson 1)*. Using Word Card #7, explain that this timeline is divided up into centuries. Display an overhead of the Timeline. Using the "Completed Timeline" located in the *Supplemental Materials (Unit 2, Lesson 1)* as your guide, draw a narrow green rectangle showing the eras of time that were covered in grade 3 Michigan history. Then, have students repeat what you have done on their own timeline.

Next draw a yellow rectangle showing the time period covered in grade 4 and a blue rectangle showing the time period that will be studied this year in fifth grade. Ask students to compare the time periods in each grade level and draw a conclusion based on their comparison. Note that possible conclusions include:

Grades 3 and 5 have a lot of overlapping years.

More history is covered in Grades 3 and 5 than grade 4.

In grade 5 students will study earlier history, moving back in time.

Distribute the "Event Cards" located in the *Supplemental Materials (Unit 2, Lesson 1)* to eight different students. Display the "Completed Timeline" and ask students to show where their Event Cards belong on the timeline. Note that answers, in the correct chronological order, are as follows:

The first French in Michigan (around 1600)

When the British took over Michigan from the French (around 1763)

The beginning of the Underground Railroad (around 1830)

When Michigan became a state (1837)

The beginnings of the logging and mining activities (around 1840s)

The beginning of Orphan trails heading west (around 1854)

The beginnings of the auto industry (around 1900)

Building of the Mackinac Bridge (1954-1957)

Note: It is not the exact years of these events that are important but rather the correct century in which they occurred and the correct sequence in which they happened.

Remind students that a third important ‘question of history’ relates to who was involved in the events of the past. Share and discuss the following information regarding this question:

History is the story of the past and people are a very important part of history. Historians gather evidence about people of the past.

As they gather and analyze evidence, historians try to understand the actions and feelings of the people. This kind of understanding is called “historical empathy.”

Historians also try to understand the point of view (Word Card #8) of people in the past. Historians call this “historical perspective.”

A person’s point of view can be shaped by age, occupation, living location, cultural background, etc.

Display “Mystery Source #2”, located in the *Supplemental Materials (Unit 2, Lesson 1)*, and explain that it depicts the same event as Mystery Source #1.

Use the following questions to discuss the two images:

How are the two images alike?

What is the evidence that they each show the same place?

How are the two images different?

How can two images of the same event be so different?

What point of view of the event do you think the maker of Mystery Source #1 had?

What point of view of the event do you think the maker of Mystery Source #2 had?

If images of events can be so different, how can we really know what happened?

Explain that another question historians ask relates to ‘how’ and ‘why’ events occurred. Using Word Cards #9 and #10 review the terms ‘cause’ and ‘effect’ and explain that understanding causes and effects helps us answer the questions ‘how’ and ‘why.’

Divide students in pairs and give each pair a copy of the “Cause and Effect” chart located in the *Supplemental Materials (Unit 2, Lesson 1)*. Explain that partners should work together to identify one cause and one effect of the creation of the Underground Railroad. Note that other major events covered in grade 3 or 4 can be substituted for the Underground Railroad if desired.

Possible events include:

Michigan became a state.

The automobile industry became a major economic activity of Michigan.

Logging started in Michigan.

Orphan trains began to move children westward.

A local historical event

Have students share their “Cause and Effect” charts in the large group. Note that if you used the Underground Railroad for your charts possible answers include:

Causes: People wanted a safe and secret way to escape slavery. People wanted a way to get safely to the North. People wanted a way to help slaves find freedom.

Effects: Many people were able to escape slavery. It was successful in helping people find freedom.

Have students take out the graphic organizers they created in Steps 2 and 3. Ask students if they would like to make any changes on their organizer based on what they have learned in the lesson. Note that if the changes are major you may wish to have students completely re-do the organizer.

Display the lesson graphic organizer located in the *Supplemental Materials (Unit 2, Lesson 1)*, and have students compare it to the one they have created. Explain that this organizer will guide their exploration of the early history of the United States during the year.

Assessment

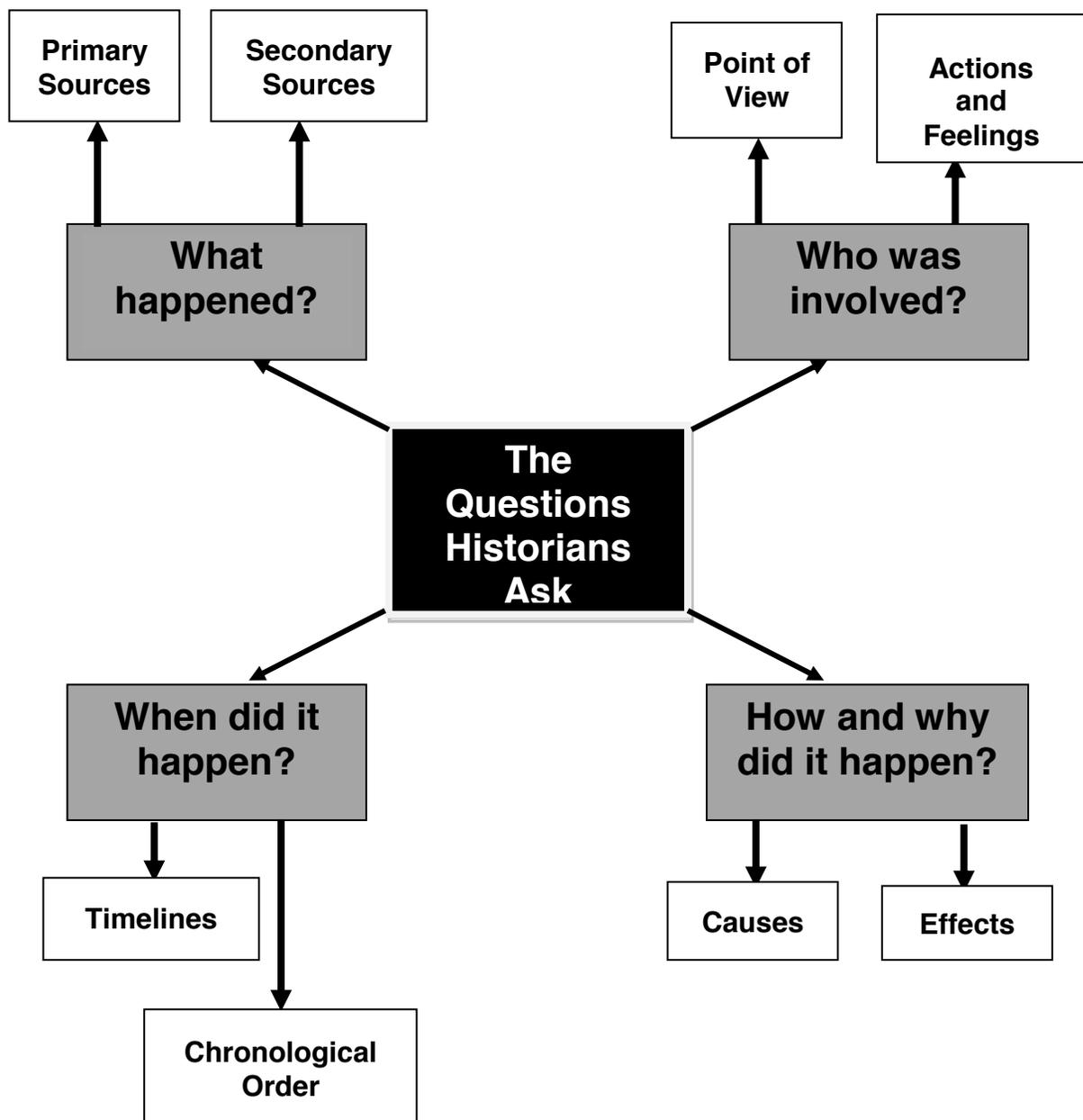
An assessment for Thinking Like A Historian has been included in the *Supplemental Materials (Unit 2, Lesson 1)* in which students demonstrate what they have learned in the lesson by answering multiple choice questions, completing a ‘questions of history’ chart, identifying a cause and effect of a historical event; and distinguishing between primary and secondary sources.

5th Grade Integrated Early American History
SS050201
Unit 2: Three Worlds Meet
Lesson 1

Michigan Citizenship Collaborative Curriculum
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HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

August 15, 2011

Graphic Organizer

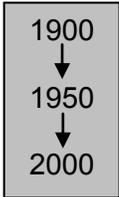
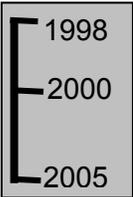


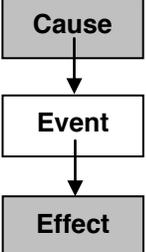
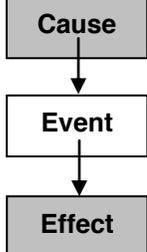
Big Ideas Card

Big Ideas of Lesson 1, Unit 2

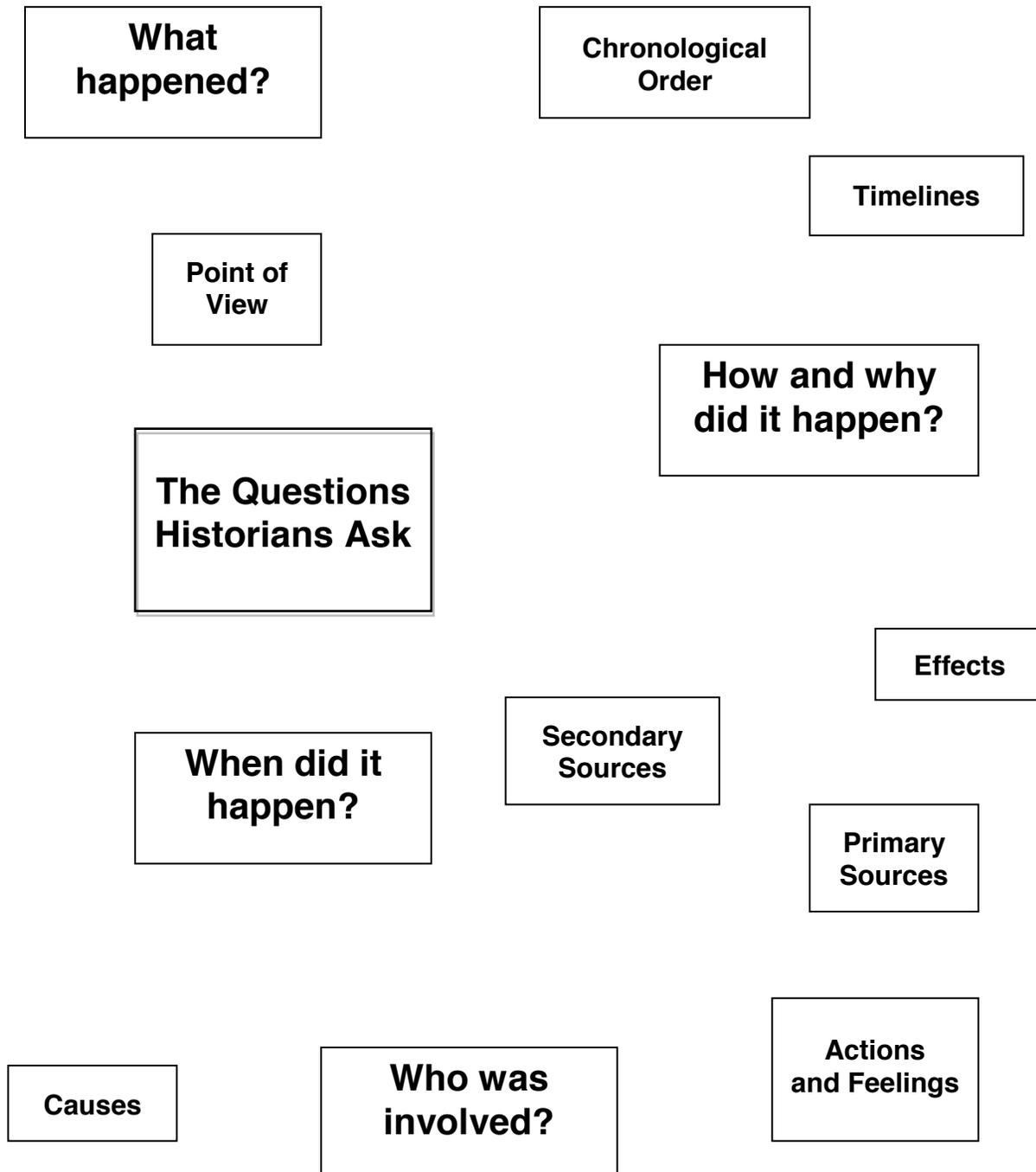
1. History is the study of the past.
2. Historians are people who study the past.
3. Historians study the past by trying to answer certain questions.
4. The questions of history are: What happened? When did it happen? Who was involved? How and why did it happen?
5. Historians investigate primary and secondary sources to try and answer the questions of history.

Word Cards

<p>1 history</p> <p>the study of the past</p>  <p>Example: When you study history you study about people and events of the past.</p> <p>(SS050201)</p>	<p>2 historian</p> <p>a person who studies the past</p>  <p>Example: A historian studies clues from the past.</p> <p>(SS050201)</p>
<p>3 primary sources</p> <p>records made by people who saw or took place in an event</p>  <p>Example: Photographs, diaries, newspaper articles and letters are primary sources.</p> <p>(SS050201)</p>	<p>4 secondary sources</p> <p>records written by someone who was not there at the time of the event</p>  <p>Example: Textbooks are secondary sources</p> <p>(SS050201)</p>
<p>5 chronological order</p> <p>time sequence</p>  <p>Example: He put the events in Michigan history in chronological order.</p> <p>(SS050201)</p>	<p>6 timeline</p> <p>a diagram that shows the order in which events happened</p>  <p>Example: You can make a timeline of important events in your life.</p> <p>(SS050201)</p>

<p>7 century</p> <p>100 years</p> <p>Example: The timeline showed four centuries.</p> <p>(SS050201)</p>	<p>8 point of view</p>  <p>how a person looks at a problem or an event</p> <p>Example: People can have different points of view because their ages or backgrounds are different.</p> <p>(SS050201)</p>
<p>9 cause</p> <p>an action that makes something else happen</p>  <p>Example: One cause of population growth in Michigan was the opening of the Erie Canal.</p> <p>(SS050201)</p>	<p>10 effect</p> <p>something that results from something else happening</p>  <p>Example: One effect of the fur trade in Michigan was that American Indians and the French began to interact.</p> <p>(SS050201)</p>

Constructing a Graphic Organizer



Mystery Source #1



The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770. Colonial Williamsburg Foundation. 1 August 2011

<http://www.history.org/history/teaching/enevletter/volume8/sept09/primsorce.cfm>.

Analyzing a Source

Is this a primary source or a secondary source? Why?	
What type of historical source is it?	
What do you think is happening in this image?	
What questions do you have about this image?	

Analyzing a Source – Sample Answers

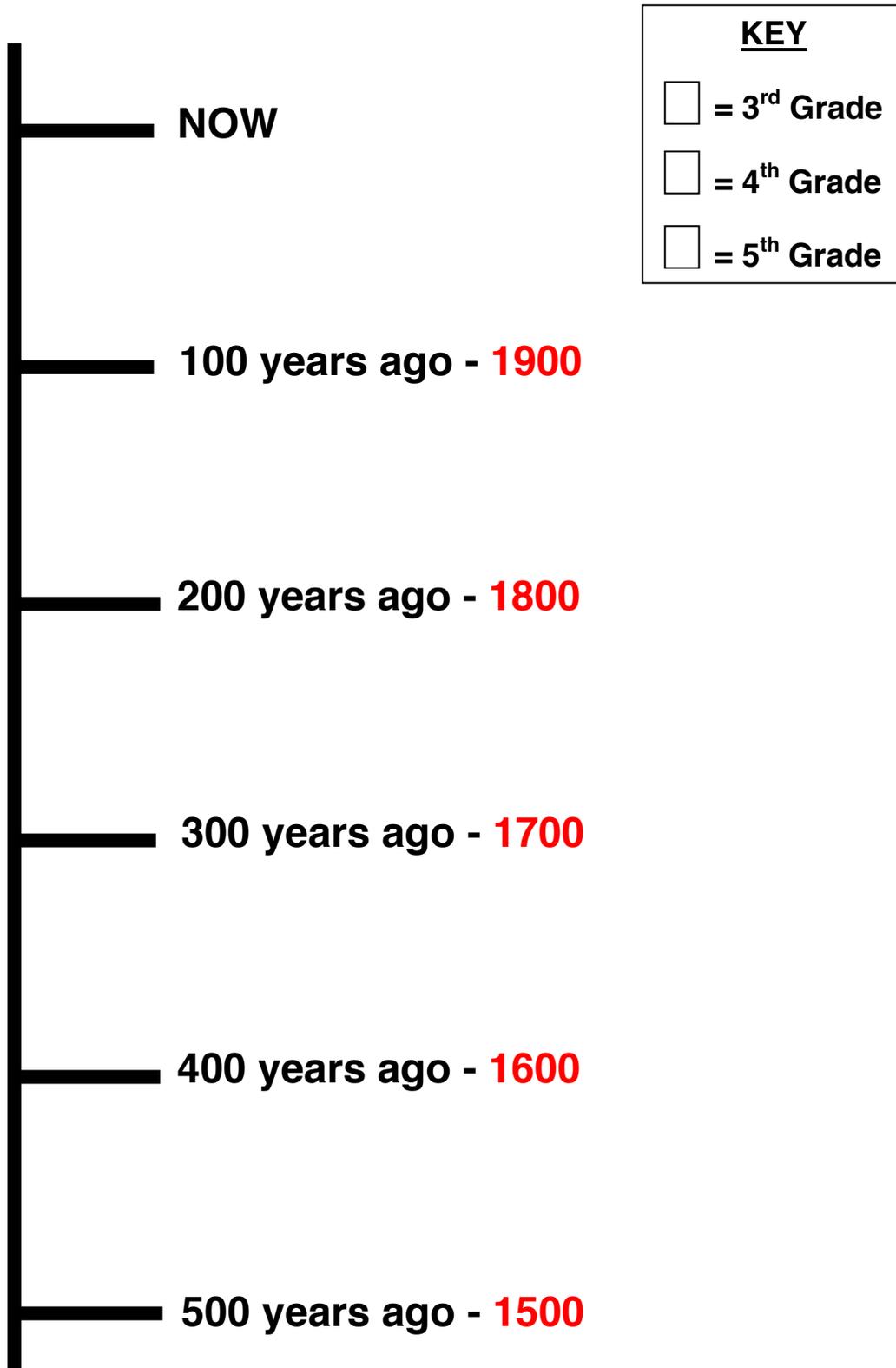
Is this a primary source or a secondary source? Why?	<p><i>If it was created at the time of the event by someone who was there, it would be a primary source.</i></p> <p><i>If it was done at a much later date by someone who had studied the event, it would be a secondary source.</i></p>
What type of historical source is it?	<p><i>A type of drawing or illustration</i></p>
What do you think is happening in this image?	<p><i>One group of people is firing guns at another group. That group doesn't seem to have any weapons. It is taking place in a town.</i></p>
What questions do you have about this image?	<ul style="list-style-type: none">• <i>Who are the people?</i>• <i>Where is the town?</i>• <i>Why is the group firing at the other group?</i>• <i>How long ago was this?</i>• <i>Were people killed?</i>

A Future Historian's Report

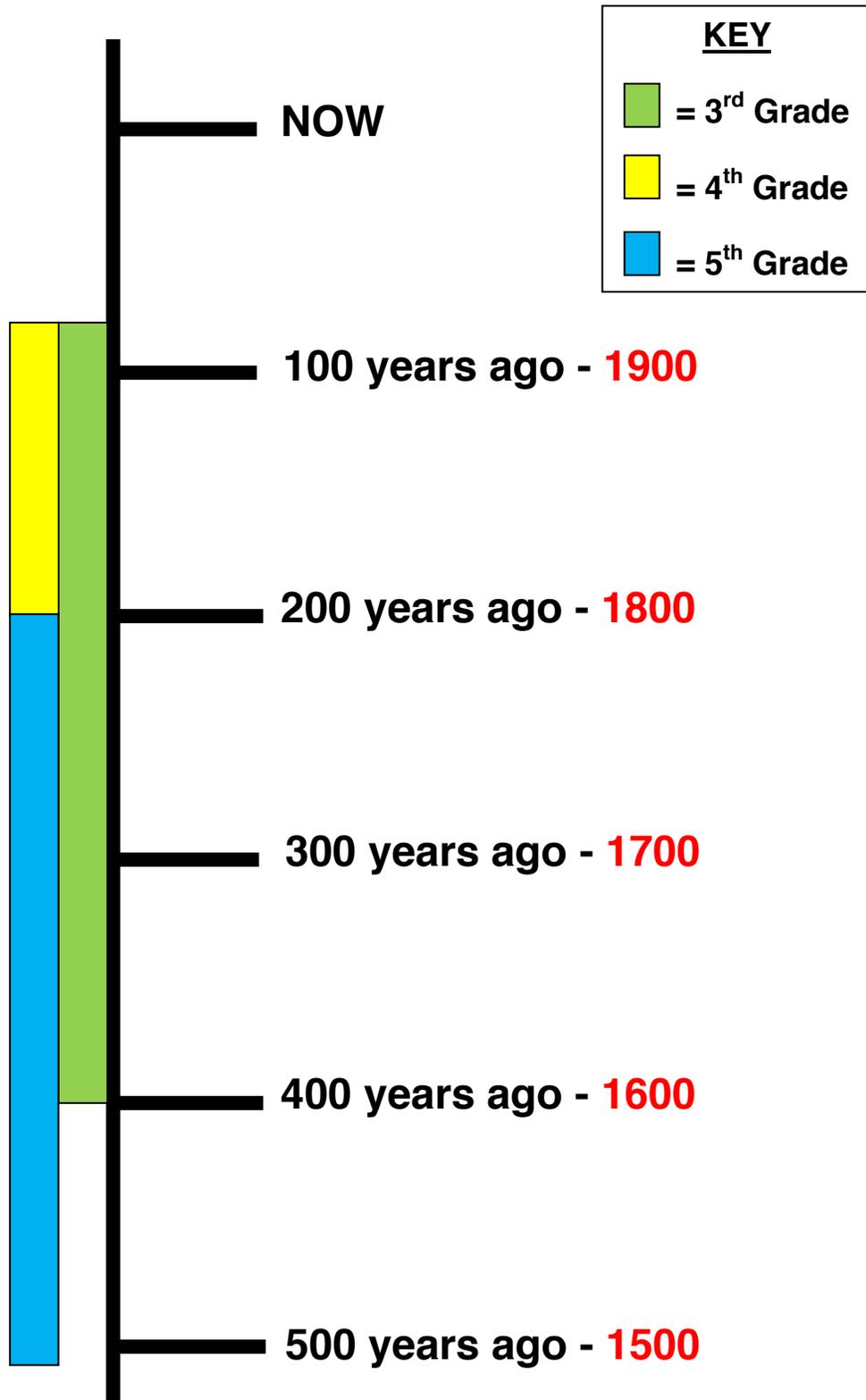
I have examined the ancient photograph and found it to be over 1000 years old since it is now the year 3011. I have determined that the device shown in the photograph was a time machine. People took a seat in one of the little boxes and then the device was turned on. If it spun clockwise, people were sent into the future. If it spun counterclockwise, people were sent into the past.



Timeline



Completed Timeline



Event Cards

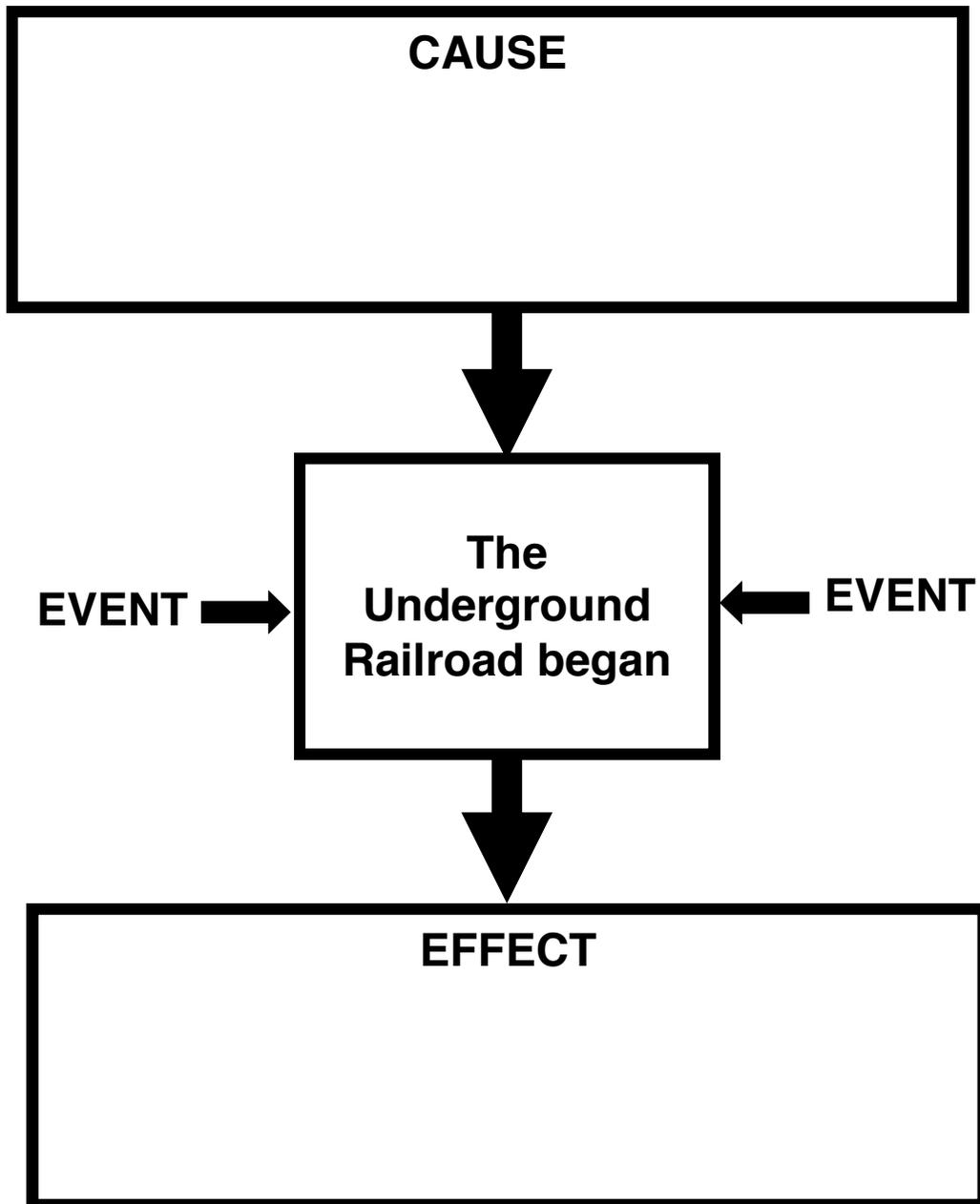
The first French in Michigan	When the British took over Michigan from the French
When Michigan became a state	Building of the Mackinac Bridge
The beginning of the Underground Railroad	The beginning of Orphan trails heading west
The beginnings of the logging and mining industries in Michigan	The beginnings of the auto industry

Mystery Source #2



Source: <http://www.archives.gov/research/arc/>

Cause and Effect



Thinking Like a Historian--Assessment

Directions: Choose the best answer:

1. What is a century?
 - A. a 10 year period of time
 - B. a 100 year period of time
 - C. a special type of timeline
 - D. a primary source
2. What **best** describes the work of a historian?
 - A. someone who studies time
 - B. someone who is trying to find evidence of what the past was like
 - C. someone who writes books about the past
 - D. someone who records events from the past
3. Two people can describe the same event in different ways because
 - A. they are in conflict with each other.
 - B. the event happened a long time ago.
 - C. the event had too many causes.
 - D. they have different points of view.

Put a “P” for a primary source and an “S” for secondary source:

_____ a diary written by a child living in Waterford 100 years ago

_____ a painting done in 1975 of people escaping on the Underground Railroad

_____ a photograph of soldiers during the Civil War

_____ a biography of George Washington

Thinking Like a Historian--Assessment

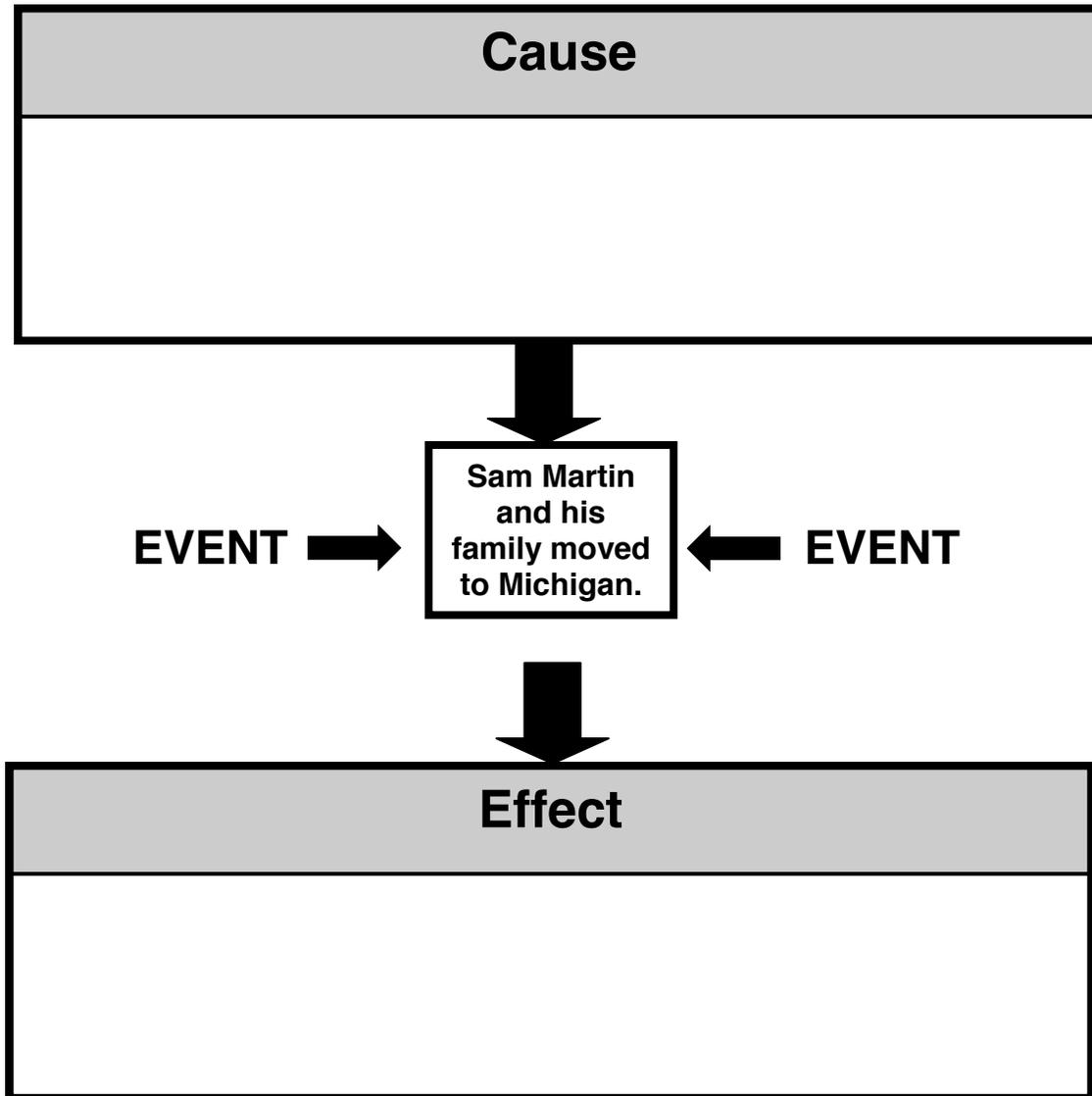
Read this short story about the past. Then, answer the questions.

Sam Martin had tried to farm his small piece of land in Vermont for over ten years. It was rocky land and nothing seemed to grow there very well. In 1854, Sam sold the farm and bought a wagon and team of oxen. He, his wife Susan and their four children headed toward Michigan. They bought a small farm near Saginaw. They planted wheat and had a very successful crop. With the money from his wheat, Sam purchased more farm land. Over time he became one of the most successful farmers in the area.

What happened?	
When did it happen?	
Who was involved?	
Why did it happen?	

Thinking Like a Historian--Assessment

Complete the chart by writing a cause and an effect.



Thinking Like a Historian--Assessment – Answer Sheet

Directions: Choose the best answer:

1. B
2. B
3. D

Put a “P” for a primary source and an “S” for secondary source:

 P a diary written by a child living in Waterford 100 years ago

 S a painting done in 1975 of people escaping on the Underground Railroad

 P a photograph of soldiers during the Civil War

 S a biography of George Washington

Read this short story about the past. Then, answer the questions.

What happened?	Sam Martin and his family moved to Michigan from Vermont and started a farm.
When did it happen?	In 1854
Who was involved?	Sam Martin, his wife Susan and his four children.
Why did it happen?	Sam’s farm land in Vermont was rocky and nothing grew there well. Therefore, he decided to move to Michigan.

Possible Causes: Rocky farm land in Vermont, His farm was not successful in Vermont, He wanted better farm land.

Possible Effects: He became a successful farmer. His family had a better life. His farm was much more successful.

Lesson 2: Making Effective Use of a Social Studies Textbook

Big Ideas of the Lesson

Organizational features in social studies textbooks include a table of contents, an index, and a glossary.

Graphic features enhance the text of a textbook. They include photographs, diagrams, and timelines.

Making use of text features, such as bold text and headings, can help you better understand what you read in a social studies textbook.

Different kinds of text structures or text patterns are used in social studies textbooks.

Common text structures or patterns include description, sequence, and comparison.

Lesson Abstract:

This lesson is designed as an *optional* lesson for classes that may be using a history textbook. In this lesson, students are introduced to common organizational, graphic, and text features found in social studies textbooks. Students explore how knowledge of these can help them better understand informational text. In addition, students examine five text structures, or text patterns, common in social studies text. Finally, they apply what they have learned by analyzing their own textbook as well as sample textbook passages.

Common Core State Standards

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Key Concepts

cause and effect

chronology

informational text

Instructional Resources

Equipment/Manipulative

Overhead projector or document camera/projector

Chart paper

An example of narrative text such as a story picture book or a chapter book

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 2)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Lesson Sequence

Review the terms 'primary source' and 'secondary source' from the previous lesson. Hold up a copy of the textbook you use for fifth grade social studies and ask students if it is a primary or secondary source. Discuss student responses. Guide students to the idea that it is a secondary source but it may include examples of primary sources such as photographs, diary entries, etc.

Explain that a textbook is an example of informational, or expository, text. Show students a piece of narrative text they are familiar with such as a favorite picture or trade book. Ask students to describe ways in which narrative text is different from informational text and discuss student responses. Guide students to the idea that informational text is written to inform, explain, describe, and/or present information. It has facts and information and seldom includes dialogue.

Using Word Card #11, explain that social studies textbooks have organizational features that help readers more effectively use a textbook. Write the phrase 'table of contents' on chart paper or an overhead and ask students to define the term. Explain that a table of contents helps readers understand how a social studies textbook is organized.

Review the term 'chronological order' (Word Card #5) from the previous lesson and explain that a history textbook is usually organized in chronological order. Give each student a copy of the "Chapter Strips" located in the *Supplemental Materials (Unit 2, Lesson 1)*. Note that if you are using the textbook listed in the Student Resources (*America's Past*, Social Studies Alive Program), you can use the completed strips in the *Supplemental Materials (Unit 2, Lesson 1)*. If you are using a different text you will need to use the included template to create your own chapter strips. Note that if your textbook uses 'units' instead of 'chapters' you will need to adjust for this difference.

Working in teams, have students cut out the strips and place them in chronological order. Encourage them to use their prior knowledge of history as well as context and sequence clues to put them in order. After students

have time to order the strips, have them match their sequence to the table of contents in their textbook and make corrections as needed.

Give each student a copy of the “Organizational Features of Social Studies Textbooks” Reference Sheet located in the *Supplemental Materials (Unit 2, Lesson 1)*. Go over the features on the chart and explain that like a table of contents these features help readers make more effective use of a textbook. Have students identify the page number in their own text of each of the organizational features. Keep in mind that not all textbooks will include all the features.

Using Word Card #12, explain that social studies textbooks include many graphic features that enhance the text of a textbook. Give each student a copy of the “Graphic Features of a Social Studies Textbook” Reference Sheet located in the *Supplemental Materials (Unit 2, Lesson 1)*. Go over the features on the chart and then have students try to locate an example of each feature in their social studies textbook.

Direct students to a page in their textbook that includes ‘color’ text, **bold** text or *italics*. Ask students why these styles are used in informational text. Discuss student responses and use Word Card #13 to explain that these are examples of text features which are designed to draw attention to important ideas and concepts in the text.

Give each student a copy of the “Text Features of a Social Studies Textbook” Reference Sheet located in the *Supplemental Materials (Unit 2, Lesson 1)*. Go over the features and then have students locate examples of each feature in their social studies textbook.

Using Word Card #14, explain that besides the different features that they have been exploring so far in this lesson, social studies textbooks also have ‘text structures’, or text patterns. Explain that these are ways in which text passages are organized. Explain that knowing how a piece of text is organized can help you better understand the text.

Give each student a copy of the five “Text Structures of Social Studies Textbooks Reference Cards” located in the *Supplemental Materials (Unit 2, Lesson 1)*. Have them cut the cards apart and review each structure with a partner.

Working with the same partners, have students try to locate an example of a paragraph in their textbook that matches one of the text structures on the cards. Have pairs share their examples in the large group.

Have students put the Reference Sheets and Reference cards in their social

studies journals where they can access them in subsequent lessons.

If time permits, have students analyze a textbook from another content area such as science and compare its features to those of their social studies textbook.

Assessment

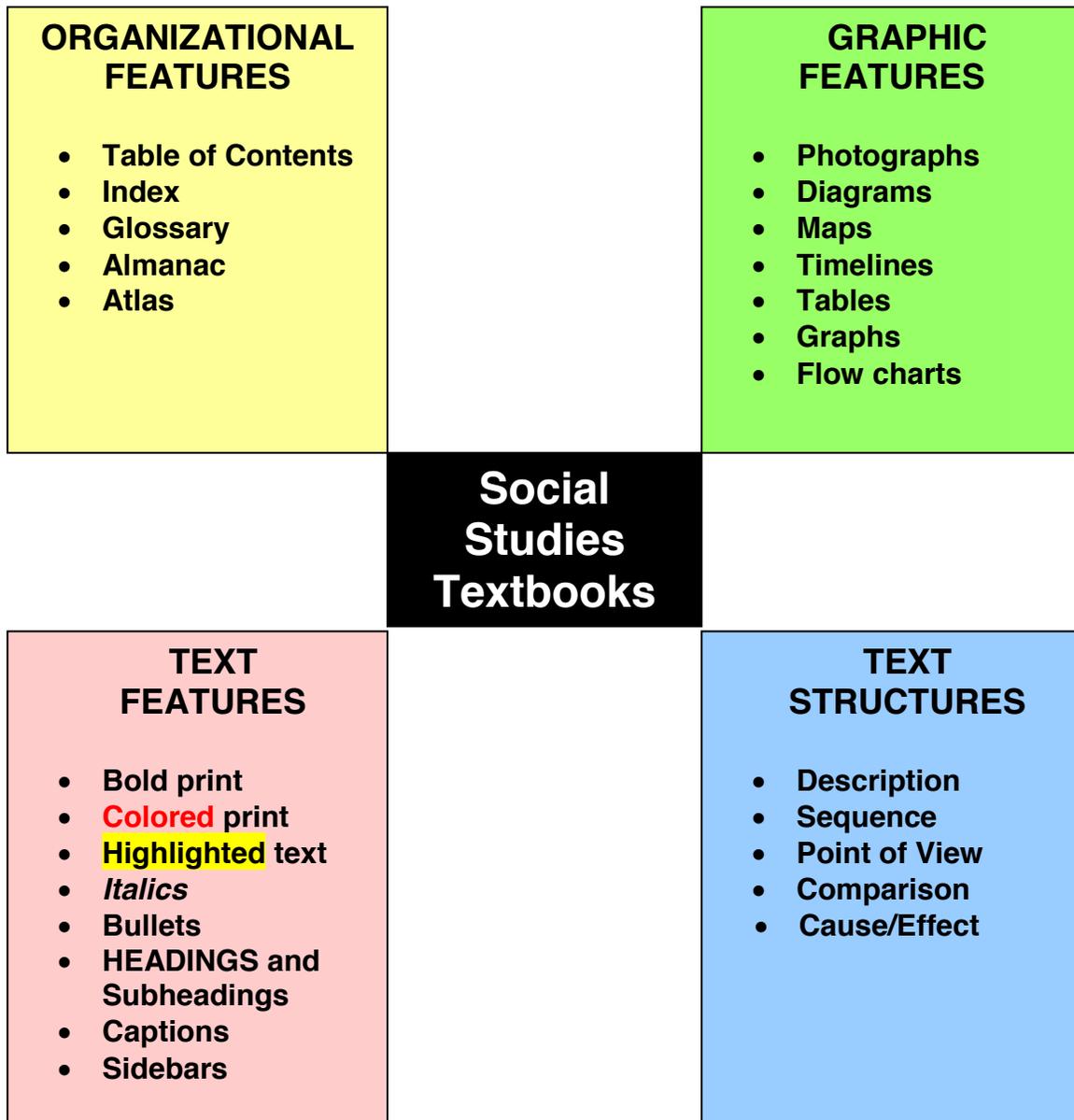
An assessment for Text Structures has been included in the *Supplemental Materials, (Unit 2, Lesson 2)* in which students identify the text structure of different paragraphs and then create a graphic organizer for one of the paragraphs.

5th Grade Integrated Early American History
SS050202
Unit 2: Three Worlds Meet
Lesson 2

Michigan Citizenship Collaborative Curriculum
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HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

August 15, 2011

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 2, Unit 2

1. Organizational features in social studies textbooks include a table of contents, an index, and a glossary.
2. Graphic features enhance the text of a textbook. They include photographs, diagrams, and timelines.
3. Making use of text features such as bold text and headings, can help you better understand what you read in a social studies textbook.
4. Different kinds of text structures, or text patterns, are used in social studies textbooks.
5. Common text structures, or text patterns, include description, sequence, and comparison.

Word Cards

Word Card from previous lesson needed for this lesson:

- Chronology – Word Card #5 from Lesson 1

<p>11 organizational features</p> <div data-bbox="509 520 740 699"><p>Table of Contents</p><hr/><hr/><hr/><hr/></div> <p>things that can help a reader make effective use of a textbook</p> <p>Example: Organizational features include a table of contents, an index, and a glossary.</p> <p>(SS050202)</p>	<p>12 graphic features</p> <div data-bbox="1292 520 1446 699"></div> <p>visuals that enhance the text of a textbook</p> <p>Example: Graphic features include photographs, timelines, and diagrams.</p> <p>(SS050202)</p>
<p>13 text features</p> <div data-bbox="524 1043 724 1222"><p>Main Ideas</p><ul style="list-style-type: none">•••</div> <p>things that can help a reader understand what they read</p> <p>Example: Text features include highlighted text, headings, and bulleted text.</p> <p>(SS050202)</p>	<p>14 text structures</p> <div data-bbox="1203 1022 1365 1320"><pre>graph TD; E1[Event] --> E2[Event]; E2 --> E3[Event];</pre></div> <p>ways in which text is organized</p> <p>Example: A common text structure in history books is sequence.</p> <p>(SS050202)</p>

Chapter Strips

Tensions Grow Between the Colonies and Great Britain

American Indian Cultural Regions

Facing Slavery

Routes of Exploration to the New World

American Indians and Their Land

The Declaration of Independence

Life in Colonial Williamsburg

Early English Settlements

To Declare Independence or Not

How and Why Europeans Came to the New World

The Constitution

Comparing the Colonies

The Bill of Rights

Geography of the United States

The American Revolution

Organizational Features of Social Studies Textbooks

Organizational Feature	What is it?	Purpose	Page Number
Table of Contents	A listing of the units, chapters, and lessons in a textbook	To help a reader identify key topics in the textbook and the order in which they come	
Index	An alphabetical list of the important things covered in the textbook, with page numbers	To help a reader locate important people, places, events, and ideas in a textbook	
Glossary	Words and definitions	To help a reader understand the meaning of the words	
Almanac	A collection of facts	To help a reader locate facts related to topics in a textbook	
Gazetteer	A geographical dictionary	To help a reader locate places discussed in the book	
Atlas	A collection of maps	To help a reader locate places discussed in the book	

Graphic Features of Social Studies Textbooks

Graphic Feature	Purpose	Page Number
Photographs	To help a reader understand exactly what something looks like	
Diagrams	To help a reader understand how something works, how something is organized, or the parts of something	
Maps	To help a reader understand where a place is located	
Inset Map (a small map within a larger map)	To help a reader zoom in on a map	
Timelines	To help a reader understand the order in which things happened	
Tables/Charts	To help a reader understand how information can be classified	
Graphs	To help a reader understand data relating to ideas described in the text	
Flow charts (a diagram that shows the order in which this happen)	To help a reader understand the order in which something happens	

Text Features of Social Studies Textbooks

Text Feature	Purpose	Page Number
Bold print	To draw a reader's attention to an important term or idea	
Colored print	To draw a reader's attention to an important term or idea	
Highlighted text	To draw a reader's attention to an important term or idea	
<i>Italics</i>	To draw a reader's attention to an important term or idea	
Bullets <ul style="list-style-type: none">• Idea• Idea• idea	To help a reader understand details in a piece of text	
HEADINGS and Subheadings	To help a reader understand the main ideas in a piece of text	
Captions	To help a reader better understand a picture or photograph	
Sidebars	To help a reader understand additional information relating to the text	

Text Structures of Social Studies Textbooks – Reference Cards

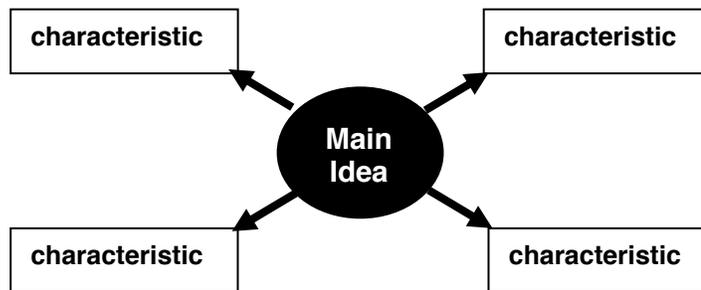
DESCRIPTION

- Used to describe the characteristics of people, places, or items
- Usually the main topic is introduced and then the features are described
- **Clue:** uses a lot of adjectives

Example:

Michigan is state located in the northern part of the United States. It is made up of two peninsulas, the Lower Peninsula and the Upper Peninsula. It borders four of the five Great Lakes. It also has many inland lakes. Along the western coastline of Lake Michigan are found Michigan's famous sand dunes.

Graphic Organizer:

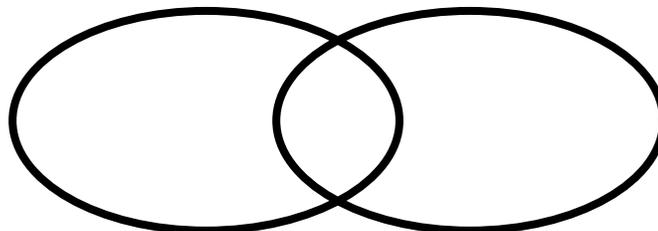


COMPARISON

- Shows how two people, places, or things are alike or different
- **Clue:** Uses words and phrases like: in contrast, even so, alike, different, whereas

The Upper Peninsula of Michigan is quite different from the Lower Peninsula. It has far fewer people and cities. It has the highest areas in Michigan in its western sections including the Porcupine Mountains. The Lower Peninsula has many large cities including Detroit and Grand Rapids. Most of the manufacturing done in Michigan occurs in the Lower Peninsula.

Graphic Organizer:

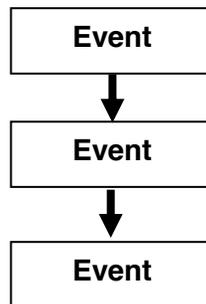


SEQUENCE

- Lists events or steps in a sequence
- Tells the order in which steps in a process or series of events occur
- **Clue:** Uses words like: first, second, then, next, before, after

Michigan became part of the Northwest Territory in 1787. In 1805, the Michigan Territory was created. The invention of the steamboat as well as the opening of the Erie Canal helped the population of the Michigan Territory grow. Michigan became a state in 1837.

Graphic Organizer:



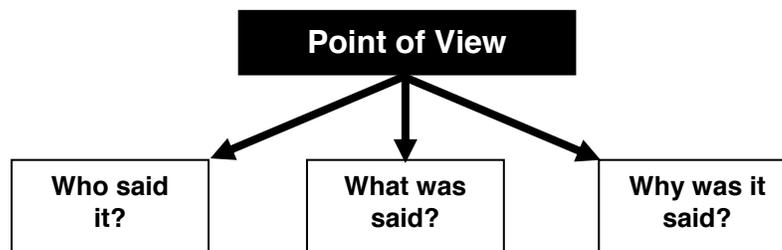
POINT OF VIEW

- Describes the point of view of one or more person
- **Clue:** describes a person's or group's feelings, beliefs, opinions, etc

Example:

Many people living in New England wanted to move west in the early 1800s. However, few wanted to settle in Michigan. Many believed that Michigan was one big swamp that was filled with dangerous mosquitoes. They also viewed Michigan as having little good farmland.

Graphic Organizer:



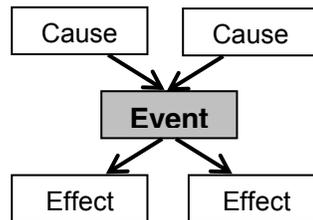
CAUSE/EFFECT

- Often explains the result of an event and why it happened
- **Clue:** Uses words and phrases like: then, as a result, therefore, because

Example:

In the early 1800s, few settlers were coming to live in Michigan. One reason for this was because it was very hard to get to Michigan. Traveling by sailing ship took a long time and was often difficult. There were few good roads leading to Michigan and hardly any good roads in Michigan itself. Two different things changed this. First, steamboats were invented. As a result people could sail to Michigan faster and easier. Second, the Erie Canal was opened which meant people could travel by boat all the way from New York to Lake Erie and on to Michigan.

Graphic Organizer:



Text Structures Assessment

Directions: Match the short passages with the appropriate text structure.

- A. Comparison**
- B. Description**
- C. Cause/Effect**
- D. Point of View**
- E. Sequence**

- _____ Native Americans first lived in the area that became the state of Michigan. Then, French explorers came to the area and began to trade with the Native Americans. Later the British took control of Michigan.
- _____ The Great Lakes are five very large lakes found in the northern part of the United States. They are used for many things including transportation, recreation and drinking water.
- _____ Most Native Americans believed that Europeans had no right to take over Native American land. They felt that Europeans did not respect Native American customs and traditions.
- _____ Lumbering became an important industry in Michigan in the 1800s. As a result of lumbering many of the forests in Michigan were cut down. Areas of stumps and brush were left behind. This led to erosion and forest fires.
- _____ Both the French and the British controlled Michigan at one time in history. Both built forts and were involved in the fur trade with Native Americans. The French were often more respectful of Native American culture and often learned Native American languages.

Directions: Choose one of the passages above and create a graphic organizer on a separate piece of paper to summarize the passage. Use your “Text Structures Reference Cards” to help you.

Text Structures Assessment Answer Sheet

Directions: Match the short passages with the appropriate text structure.

- A. Comparison**
- B. Description**
- C. Cause/Effect**
- D. Point of View**
- E. Sequence**

- E Native Americans first lived in the area that became the state of Michigan. Then, French explorers came to the area and began to trade with the Native Americans. Later the British took control of Michigan.
- B The Great Lakes are five very large lakes found in the northern part of the United States. They are used for many things including transportation, recreation and drinking water.
- D Most Native Americans believed that Europeans had no right to take over Native American land. They felt that Europeans did not respect Native American customs and traditions.
- C Lumbering became an important industry in Michigan in the 1800s. As a result of lumbering many of the forests in Michigan were cut down. Areas of stumps and brush were left behind. This led to erosion and forest fires.
- A Both the French and the British controlled Michigan at one time in history. Both built forts and were involved in the fur trade with Native Americans. The French were often more respectful of Native American culture and often learned Native American languages.

Directions: Choose one of the passages above and create a graphic organizer on a separate piece of paper to summarize the passage. Use your “Text Structures Reference Sheet” to help you.

Answers will vary for this section based on the passage chosen by the student.

Lesson 3: Comparing Southwest Native Americans and Pacific Northwest Native Americans

Big Ideas of the Lesson

At the time European explorers reached the Americas, American Indians had been living there for thousands of years.

American Indians lived in several large cultural regions which included the Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the Woodland peoples east of the Mississippi River.

The climate and natural resources of these regions were quite different.

Therefore, different cultures developed in the different regions.

By comparing the people of the Southwest and the Pacific Northwest, we can better understand how people adapt their way of life to their environment.

Lesson Abstract:

In this lesson, students learn the location of the American Indians of Southwest, Pacific Northwest, the Great Plains, and the Eastern Woodlands by creating a map. Students then explore the connections between geography and culture as they gather information about the American Indians of the Southwest and the Pacific Northwest by reading informational text and comparing how the Southwest and the Pacific Northwest Indians modified and adapted to their environment. Finally, students create a “poem for two voices” comparing the American Indians of the Southwest and the Pacific Northwest.

Content Expectations

5 – *U1.1.1*: Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5 – *U1.1.2*: Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

Common Core State Standards

RL.5.6: Describe how a narrator’s or speaker’s point of view influences or speaker’s point of view influences how events are described.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6: Analyze multiple accounts of the same event or topic, noting

important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

culture

human/environment interaction

region

Instructional Resources

Equipment/Manipulative

Chart paper

Colored Pencils, Crayons or markers: blue, yellow, green, brown (for each student)

Overhead projector or document camera/projector

Resources

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pages 30, 32, 38-40.

Growing up in America Before 1492. Applesseeds Magazine, October, 2005 (Vol. 8 Number 2). Cobblestone Publishing. Available at CobblestoneOnline.net (optional resource).

Kalman, Bobbie. *Life in a Pueblo*. Native Nations of North America series. New York, NY: Crabtree Publishing, 2001 (optional resource).

Kalman, Bobbie. *Nations of the Northwest Coast*. Native Nations of North

America series. New York, NY: Crabtree Publishing, 2001 (optional resource).

Native Americans: People of the Northwest Coast. Peter Matulavich Productions, 2004. Full Video.

1 August 2011 < HYPERLINK "http://www.discoveryeducation.com/" <http://www.discoveryeducation.com/>>.

Native Americans: People of the Desert. Peter Matulavich Productions, 2004. Full Video.

1 August 2011 < HYPERLINK "http://www.discoveryeducation.com/" <http://www.discoveryeducation.com/>>.

Teacher Resource

Cameron, Ann. *Orca's Song*. NY: Harbor Books, 1987 (optional resource).

Cameron, Ann. *Raven Goes Berry Picking*. NY: Harbor Books, 1991(optional resource).

Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian. NY: Harper Paperbacks, 2007.

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 3)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Fleischman, Paul. *Joyful Noise: Poems for Two Voices*. New York: Harper & Row, 1988 (optional resource).

McDermott, Gerald. *Coyote: A Trickster Tale from the American Southwest*. NY: Sandpiper Books, 1999 (optional).

Malotki, Ekkehart. *The Magic Hummingbird: A Hopi Folktale*. Walnut, CA: Kiva Publishing, 1995 (optional resource).

National Geographic Theme Set called: *A Historical Look at Native Americans* (optional).

Nichols, Richard. *A Story to Tell: Traditions of a Tlingit Community*. Minneapolis, Lerner Publishing Group, 1997 (optional resource).

Roessel, Monty. *Songs from the Loom: A Navajo Girl Learns to Weave*. Minneapolis, Lerner Publishing Group, 1995 (optional resource).

Swentzell, Rina. *Children of Clay: A Family of Pueblo Potters*. Minneapolis, Lerner Publishing Group, 1993 (optional resource).

Lesson Sequence

Create a large horizontal timeline similar to the “Timeline” located in the *Supplemental Materials (Unit 2, Lesson 3)* on a wall in your classroom. This will allow you to visually help students keep track of chronology throughout the units of grade 5.

It is recommended that Native American folktales be integrated into the content of this lesson and the next lesson. Suggestions for folktales from both the Southwest and Pacific Northwest have been included in the Student Resources. Give each student a copy of the “Native American Folktales Chart” located *Supplemental Materials (Unit 2, Lesson 3)*. Explain to students that they will use this chart to summarize information about folktales that will be read to them.

Using Word Card #15, review the term ‘geography’ with students and remind them that they studied the geography of the United States in two units in fourth grade.

Using Word Card #16, ask students to think back to fourth grade when they explored the ‘five themes of geography.’ Tell them to write as many of the five themes as they remember in their social studies journal.

Give each student a copy of the “Five Themes of Geography” chart, located in the *Supplemental Materials (Unit 2, Lesson 3)* and have them match what they wrote in their journal with the themes listed on the chart. Explain that geography and history are closely connected and students will find the five themes useful as they study the people and places associated with the early history of the United States.

Using the following information, or a section of your textbook (such as pages 19-21 of the textbook *America’s Past*), guide students in exploring how the study of American history needs to begin with the study of American Indian, or Native American history.

American Indians, or Native Americans, have been living in the Americas for over 12,000 years, perhaps much longer.

Although historians disagree on when they migrated into the Americas, most agree that they came from Asia.

Over thousands of years they spread throughout North and South America creating hundreds of distinct cultural groups.

By the time European explorers visited the Americas (point to the year 1500 on your timeline) American Indian cultures were well established in the Americas. They had long claimed North and South America as ‘home.’

Note that students may have developed stereotypes or misconceptions about American Indians. The book *Do All Indians Live in Tipis?* is an excellent

teacher resource for dealing with stereotypes and misconceptions. The simple question and answer format provides much highly useful information.

Using Word Card #17, review the term 'region' and explain that the American Indians of North America, the focus of this the next lesson, lived in a few distinct regions.

Give each student a copy of the "Locating American Indian Regions" outline map located in the *Supplemental Materials (Unit 2, Lesson 3)*. Using the "Completed Locating American Indian Regions" map located in the *Supplemental Materials (Unit 2, Lesson 3)*, guide students in identifying and coloring in the following regions: Southwest, Pacific Northwest, Great Plains and Eastern Woodlands.

Share illustrations from a text book, illustrations from books listed in the Student Resources, or other sources and pose the following questions: Why is there so much diversity among Native American groups? Why are houses, clothing and other parts of their lives so different?

Using Word Card #18, review the term 'culture' and guide students in understanding that where people live (Card #15--geography) often impacts how people live (culture). Explain that because the geography of various American Indian regions was so different, cultures on those regions were also different. Explain that by comparing the Native Americans of the Southwest and the Pacific Northwest we can better understand the connections between geography and culture.

Place students in pairs and give each pair a copy of the "Connecting Back" chart located in the *Supplemental Materials (Unit 2, Lesson 3)*. Remind students that they studied the geography of the Southwest and the Pacific Northwest in Lesson 6 of Unit 2 in fourth grade. Ask them to work with their partners to describe what they remember about these two regions by completing the chart.

After giving students time to complete the chart, have them share their charts in the large group. Note that a "Completed Chart with Sample Answers" has been included in the *Supplemental Materials (Unit 2, Lesson 3)* for your reference. Use this chart to guide students in adding important geographic information about the two regions that they might have forgotten.

Briefly discuss the geography of the two regions using the following questions:

How are the two regions different?

What geographic challenges do you think American Indians living in each region had to face?

In what ways do you predict the cultures of the two regions were different?

Using a variety of sources, have students work with a partner to gather information about the cultures of the Southwest and Pacific Northwest American Indian regions. Note that resources can include your textbook, classroom resources, and sources and videos listed in the Student Resources, etc. Note that two Reference Sheets—“Southwest American Indians” and “Pacific Northwest American Indians” have been included in the *Supplemental Materials (Unit 2, Lesson 3)* and can be used as additional resources.

Have students record cultural information on note cards or on the “Gathering Information” cards located in the *Supplemental Materials (Unit 2, Lesson 3)*. Encourage them to label each card “Southwest” or “Northwest” and place just one piece of information on each card. As they work with informational text, remind students to make use of the text features and graphic features they explored in the previous lessons.

After students have completed their cards, have them categorize the note cards they have created by first separating them into two piles, one for Southwest and one for Northwest. Next, have them categorize each pile by placing similar cards together. For example, one group of cards may relate to the kind of houses people built and another group might relate to the kinds of foods they ate.

After partners have grouped and categorized their cards, give them a copy of the “Summarizing Information” chart located in the *Supplemental Materials (Unit 2, Lesson 3)*. Explain that they should use the cards to complete the chart. Note that a completed chart with sample answers has been included in the *Supplemental Materials (Unit 2, Lesson 3)* for you to use as reference.

Use Word Card #19 and Word Card #20, to explain that people adapt their cultures to the environment in which they live. Ask students to refer to the charts they created in Step 16 to find examples of how people in the two regions adapted to their environment.

Create a T-chart labeled “Southwest” and “Northwest” on chart paper and list student examples of adaptation in the appropriate column. Note that possible examples include the following:

Southwest: People built houses of adobe and rocks because trees were scarce. People learned how to farm in a dry region. People found crops that would grow in a dry region like beans.

Northwest: People made lots of things of wood because there were so many trees. People depended on fish, wildlife and plants instead of farming. People built their villages on the narrow coastlines where the

land was flat.

Using Word Card #21, review the idea that by using the natural resources of their environment people also modify, or change, their environment. Have students identify examples of how American Indians of each region modified their environments. Note that possible examples include:

Southwest: People dug irrigation ditches to water their crops. People used land for farms.

Northwest: People cut down trees to use for houses, clothing, etc. People hunted animals and caught fish and shellfish.

Pose the following question: Do you think American Indians of these two regions modified their environments more or less than we do today? Why?

As an optional language arts activity, have students create a “Poem for Two Voices.” Note that a poem for two voices is a comparison poem meant to compare and contrast any two topics. The poem is performed aloud by two readers, each taking on a different perspective. Statements that are true for both topics are written on the same line and read together. As a way of introducing students to this poetic form share one or more poems from the book *Joyful Noise: Poems for Two Voices* by Paul Fleischman. Note that a template for creating their poem has been included in the *Supplemental Materials (Unit 2, Lesson 3)*.

In order to make a connection between this lesson and Native Americans today, read to students or make available to them, one or more books from the *We Are Still Here: Native Americans Today* series such as the following:

Children of Clay: A Family of Pueblo Potters

Songs from the Loom: A Navajo Girl Learns to Weave

A Story to Tell: Traditions of a Tlingit Community

Assessment

An assessment for Comparing American Indians has been included in the *Supplemental Materials (Unit 2, Lesson 3)*. In this assessment, students describe ways in which the American Indians of the Southwest and the Pacific Northwest adapted to and modified their environments. As well, the ‘Poem for Two Voices’ from Step 21 can also be used as an assessment.

5th Grade Integrated Early American History

SS050203

Unit 2: Three Worlds Meet

Lesson 3

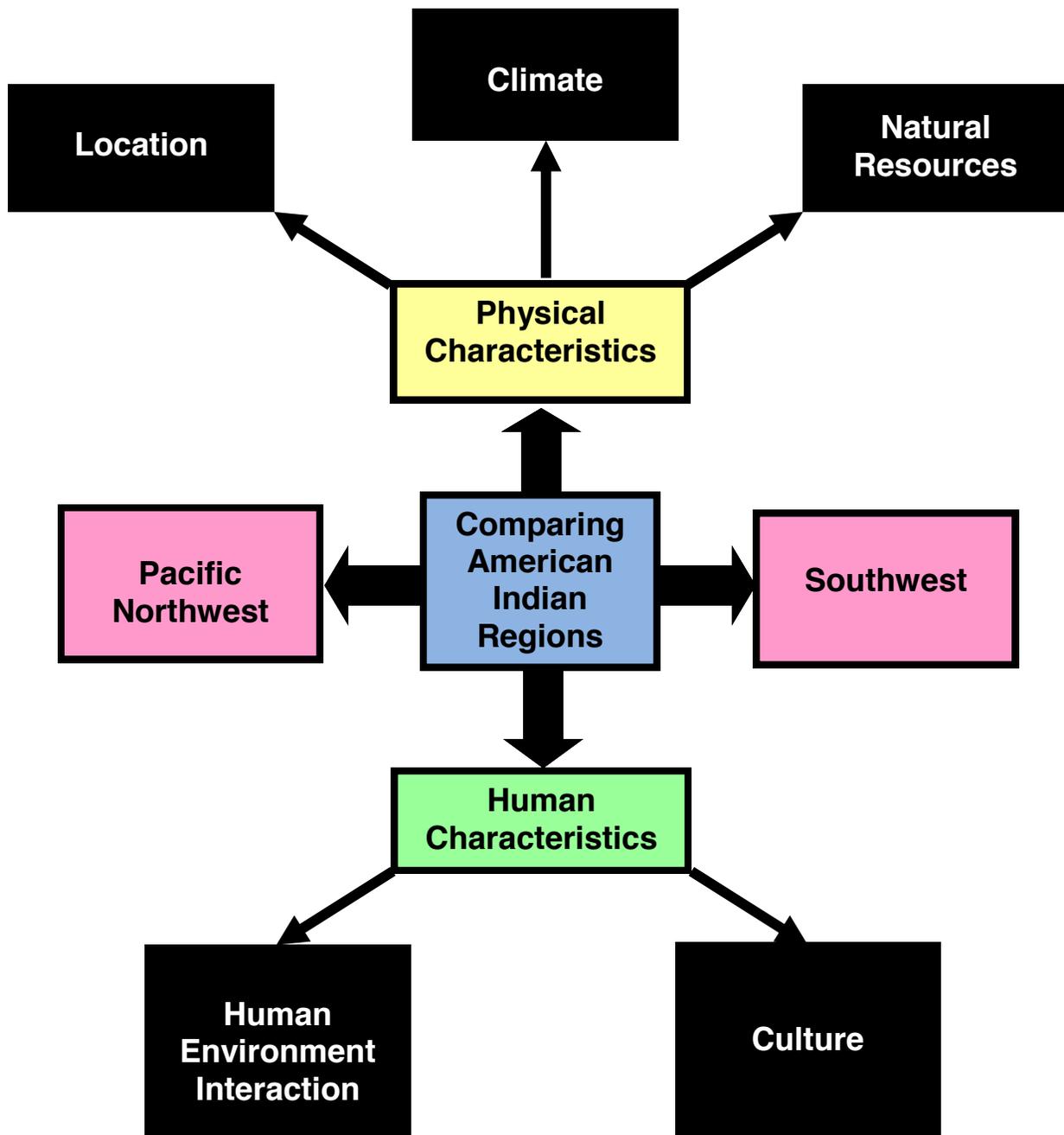
Michigan Citizenship Collaborative Curriculum

Page PAGE 6 of NUMPAGES 6

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

August 15, 2011

Graphic Organizer

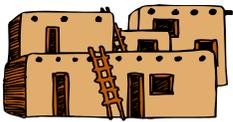


Big Ideas Card

Big Ideas of Lesson 3, Unit 2

1. At the time European explorers reached the Americas, American Indians had been living there for thousands of years.
2. American Indians lived in several large cultural regions which included the Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the Woodland peoples east of the Mississippi River.
3. The climate and natural resources of these regions were quite different. Therefore, different cultures developed in the different regions.
4. By comparing the people of the Southwest and the Pacific Northwest we can better understand how people adapt their way of life to their environment.

Word Cards

<p>15 geography</p>  <p>the study of the Earth and the way people interact with the Earth</p> <p>Example: When you study geography you learn about different places.</p> <p>(SS050203)</p>	<p>16 the five themes of geography</p>  <p>five big ideas that help people understand geography</p> <p>Example: Location is one of the five themes of geography.</p> <p>(SS050203)</p>
<p>17 region</p>  <p>an area that has one or more features in common</p> <p>Example: The Southwest and the Pacific Northwest are two examples of American Indian regions.</p> <p>(SS050203)</p>	<p>18 culture</p>  <p>the way of life for a group of people</p> <p>Example: The culture of the American Indians of the Southwest included eating corn, having ceremonies in hopes of a good harvest, and arts such as pottery and weaving.</p> <p>(SS050203)</p>
<p>19 human/environment interaction</p>  <p>ways in which people use, adapt to, or modify their environment.</p> <p>Example: When people of the Pacific Northwest used trees for houses and other things in their culture, they were interacting with their environment.</p> <p>(SS050203)</p>	<p>20 adapting to the natural environment</p>  <p>when people make changes in order to fit their environment</p> <p>Example: People in the Southwest adapted to their environment by building houses of adobe.</p> <p>(SS050203)</p>

21
**modifying the natural
environment**

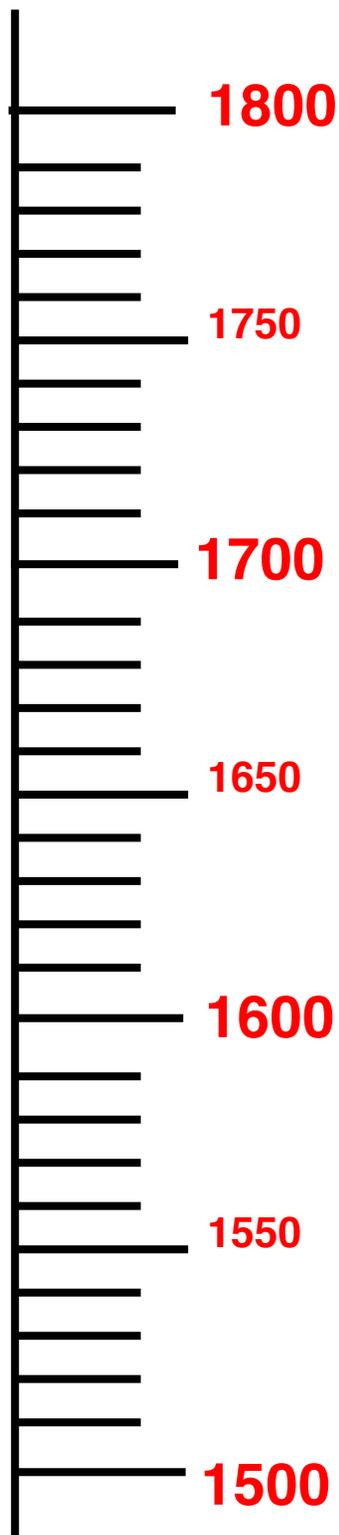


when people change the environment to fit them

Example: People in the Pacific Northwest modified their environment when they cut down trees for houses.

(SS050203)

Wall timeline



Theme	Questions
Location 	Where is it?
Place 	What is it like? <ul style="list-style-type: none"> • What are its natural characteristics? • What are its human characteristics?
Human/Environment Interaction 	How do people interact with the environment? <ul style="list-style-type: none"> • How have people used the environment? • How have people adapted to the environment? • How have people modified or changed the environment?
Movement 	How is the place connected to other places? <ul style="list-style-type: none"> • How and why have people, goods, and ideas moved in and out of the place?
Regions 	How might common geographic characteristics help us understand this place? <ul style="list-style-type: none"> • How can the place be divided into regions? • To what regions does the place belong?

Native American Folktales Chart

Summary				
Type of Tale				
Cultural Group				
Region				
Name of Folktale				

Locating American Indian Regions

Pacific Northwest (blue)

Desert Southwest (yellow)

Great Plains (brown)

Eastern Woodland Peoples east of the Mississippi River (green)



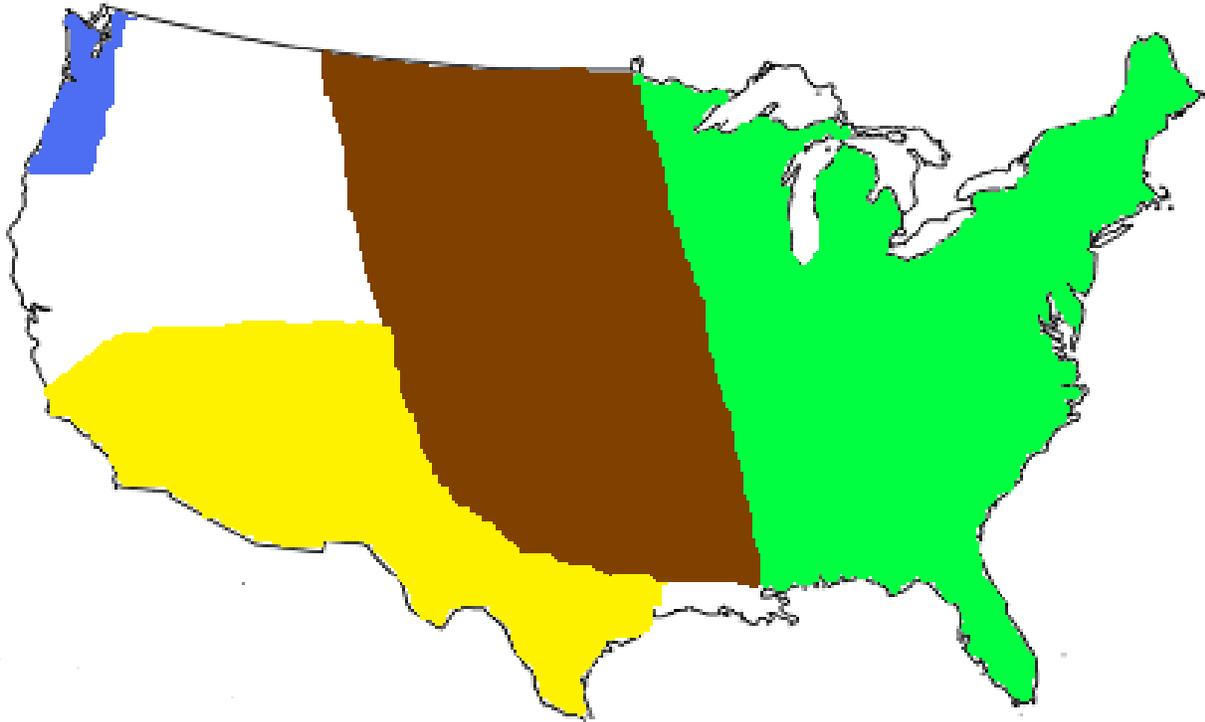
Locating American Indian Regions Completed

Pacific Northwest (blue)

Desert Southwest (yellow)

Great Plains (brown)

Eastern Woodland Peoples east of the Mississippi River (green)



Connecting Back

	Southwest	Northwest
Climate		
Landforms		
Bodies of Water		
Vegetation		
Other geographic information		

Connecting Back – *Sample Completed Chart*

	Southwest	Northwest
Climate	<ul style="list-style-type: none">• Dry• Extreme temperatures: hot days and cold nights	<ul style="list-style-type: none">• Mild and wet
Landforms	<ul style="list-style-type: none">• Mountains• Plateaus• Canyons• Deserts	<ul style="list-style-type: none">• Rocky, narrow coastline• Some offshore islands
Bodies of Water	<ul style="list-style-type: none">• Very little water	<ul style="list-style-type: none">• Ocean• Some rivers flowing into the ocean
Vegetation	<ul style="list-style-type: none">• Very few trees or other plants	<ul style="list-style-type: none">• Lots of trees• Lots of berries and plants that provided food
Other geographic information	Will vary	Will vary

Gathering Information

Southwest American Indians

Reference Sheet

Examples of People of the Region: Acoma, Hopi, Zuni, Navajo, Tewa

Location: *Where was it?*

- Southwest part of what is now the United States
- ***Present day states of:*** most of Arizona and New Mexico, small parts of California, Utah, Colorado and Texas

Place: *What was it like there?*

- Rugged high country in the north with mesas and canyons
- Areas with mountains and lots of desert
- Common feature: dryness
- Special feature: The Grand Canyon

Human/Environment Interaction: *How did people use the land? How did people adapt to the land?*

- Stone and adobe brick was used for pueblo houses since there were few trees for building.
- People learned to farm in the dry regions and used irrigation to water crops.
- People ate little meat since animals were scarce.
- Water was a precious resource and there were strict rules about the use of water.

Cultural Information

- Two types of life in this area: farming and nomadic hunting and gathering
- The nomadic groups lived in single houses called wickiups or hogans
- Pottery and weaving were important art forms

Pacific Northwest American Indians

Reference Sheet

Examples of People of the Region: Haida, Kwakiutl, Makah, Salish, Tlingit

Location: *Where was it?*

- Along Pacific Ocean in northwest
- Present day states of: southern Alaska, northern California, Washington, and Oregon

Place: *What was it like there?*

- Long, narrow region about 150 miles wide and 2000 miles long
- Mountains come right down to the ocean in many places
- Mild climate with lots of rainfall
- Many vast forests

Human/Environment Interaction: *How did people use the land? How did people adapt to the land?*

- Most people lived right at the ocean's edge on narrow sand and gravel beaches
- Houses and many other things were made of cedar wood from the forests
- Traveled by sea since it was hard to travel in the mountainous area
- Made rain gear of bark

Cultural Information

- Lived in large plank houses that held several families
- Wood was used to make chests, canoes, boxes, masks, etc.
- Potlatch ceremonies were important cultural events
- Totem poles were an important cultural characteristic

Summarizing Information

	Southwest	Pacific Northwest
Food		
Houses		
Clothing		
Art		
Traditions		
Other		

Summarizing Information – Sample Completed Chart

	Southwest	Pacific Northwest
Food	<ul style="list-style-type: none"> • Corn • Beans • Squash 	<ul style="list-style-type: none"> • Fish • Deer and elk • Berries • Shellfish
Houses	<ul style="list-style-type: none"> • Adobe and stone pueblos • Single family hogans 	<ul style="list-style-type: none"> • Large wooden houses that held several families
Clothing	<ul style="list-style-type: none"> • Cotton clothing • Embroidery on clothing 	<ul style="list-style-type: none"> • Clothing of cedar bark • Bark rainwear
Art	<ul style="list-style-type: none"> • Pottery • Weaving • Baskets 	<ul style="list-style-type: none"> • Totem poles • Decorated pieces of copper • Carved wooden boxes • Baskets
Traditions	<ul style="list-style-type: none"> • Kivas for religious ceremonies • Kachinas 	<ul style="list-style-type: none"> • Potlatch ceremony
Other	<ul style="list-style-type: none"> • Irrigated land so they could farm in a dry area • Strict rules about water use 	<ul style="list-style-type: none"> • Made fishing nets of cedar rope • Hollowed out logs for large canoes

A Poem for Two Voices – Writing Plan

Southwest (Reader #1)	Both Reader #1 and #2	Pacific Northwest (Reader #2)
	We lived in the	
Southwest		
		Northwest near the Pacific Ocean
	Our climate was	
	We ate	
	We made	
	Our houses	
	We adapted to our environment by	

Comparing American Indians--Assessment

	SOUTHWEST	PACIFIC NORTHWEST
How did they adapt to their environment?		
How did they modify, or change, their environment?		

Comparing American Indians--Assessment (Sample Answers)

	SOUTHWEST	PACIFIC NORTHWEST
How did they adapt to their environment?	<ul style="list-style-type: none"> • Built homes using stones and clay bricks since there were few trees • Planted crops deep in the ground for moisture or in flood areas • Stored food surplus • Made clay pots to store food and water 	<ul style="list-style-type: none"> • Hunted and gathered from forests and waters • Used wood from forests to build homes, canoes, totem poles, etc. • Stored food surplus • Built villages near coasts where land was flat
How did they modify, or change, their environment?	<ul style="list-style-type: none"> • Dug ditches to irrigate their crops. • Land was used for farming. 	<ul style="list-style-type: none"> • Cut down trees to build homes and canoes • Fished and hunted

Lesson 4: Eastern Woodland Native Americans

Big Ideas of the Lesson

Eastern Woodland American Indians lived in a large region extending from the Mississippi River to the Atlantic Ocean.

Although American Indians of this region had much in common, the many different climates and geographic features of this region resulted in many cultural differences.

To better understand the people in this region, it is important to study cultural factors such as family structure and land use.

Some American Indian nations of this region joined together to form a confederation.

The Haudenosaunee, or Iroquois League, was an example of a confederation.

Lesson Abstract:

In this lesson, students explore Eastern Woodland American Indians using a variety of resources. The lesson begins with a connection back to Michigan history as students work together to create a web describing “The Three Fires” Confederacy. Students then compare and contrast the Northeast and Southeast sub-regions of the Eastern Woodland region. Using the Haudenosaunee, or Iroquois, as a representative group, students explore village life, family structure, and other cultural components. Finally, the Haudenosaunee, or Iroquois League, is explored through a simple simulation and discussion.

Content Expectations

5 – U1.1.3: Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

Common Core State Standards

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a

problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

culture

human/environment interaction

region

Instructional Resources

Equipment/Manipulative

Chart paper

Highlighters – at least two for pair of students in different colors

Overhead projector or document camera/projector

Sticky notes

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 35-37, 42-43.

Haudenosaunee (Iroquois) Indian Fact Sheet. 1 August 2011 <HYPERLINK "http://bigorin.org/iroquois_kids.htm" http://bigorin.org/iroquois_kids.htm>.

Iroquoian Longhouse Archaeology Online Activity. Royal Museum of Ontario website. 1 August 2011 <HYPERLINK "http://www.rom.on.ca/digs/longhouse/" <http://www.rom.on.ca/digs/longhouse/>>.

The Iroquois: Using the Environment to Meet Their Needs. 1 August 2011 <HYPERLINK "http://library.thinkquest.org/TQ0312452/wampum1.htm" <http://library.thinkquest.org/TQ0312452/wampum1.htm>>.

Kalman, Bobbie. *Life in a Longhouse Village*. NY: Crabtree Publishing, 2005 (optional resource).

Kalman, Bobbie. *Nations of the Eastern Great Lakes*. NY: Crabtree Publishing, 2005 (optional resource).

The Longhouse. 1 August 2011 <HYPERLINK "http://www.peace4turtleisland.org/pages/longhouse.htm"<http://www.peace4turtleisland.org/pages/longhouse.htm>>.

Native Americans: People of the Forest. Peter Matulavich Productions, 2004. Full Video.

1 August 2011 < HYPERLINK "http://www.discoveryeducation.com/" <http://www.discoveryeducation.com/>>.

People of the Long House: The Iroquois. Discovery Education, 2006. Video Segment.

1 August 2011 < HYPERLINK "http://www.discoveryeducation.com/" <http://www.discoveryeducation.com/>>.

Scenes from the Eastern Woodlands: A Visual Tour. Native Tech. Native American Technology & Art. 1 August 2011 <HYPERLINK "http://www.nativetech.org/scenes/index.html"www.nativetech.org/scenes/index.html>.

Teacher Resource

Bruchac, Joseph. *The First Strawberries: A Cherokee Story*. NY: Puffin Books, 1998 (optional resource).

Napoli, Beth. *Different Regions of the Native Americans*. St. John Fisher College Instructional Technology Department. 1 August 2011 < HYPERLINK "http://keep2.sjfc.edu/class/bnapoli/msti431/klj4142/msti431/regions.htm"<http://keep2.sjfc.edu/class/bnapoli/msti431/klj4142/msti431/regions.htm>>.

Dominic, Gloria. *Song of the Hermit Thrush: An Iroquois Legend*. NY: Troll Books, 1998 (optional resource).

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 4)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Iroquois Confederacy Stories. 1 August 2011 <HYPERLINK "http://www.kahonwes.com/iroquois/stories.htm"<http://www.kahonwes.com/iroquois/stories.htm>>.

National Geographic Theme Set called: *A Historical Look at Native Americans* (optional).

US City Home. *Michigan Cities*. 1 August 2011 < HYPERLINK "http://www.us-

city-home.com/browse/michigan/pop_20000/" http://www.us-city-home.com/browse/michigan/pop_20000/>.

Lesson Sequence

It is recommended that you continue to integrate Native American folktales into the content of this lesson as was suggested in the previous lesson. Suggestions for folktales have been included in the Student Resources. Additional Iroquois folktales can be found at the following website:
<HYPERLINK "http://www.kahonwes.com/iroquois/stories.htm"<http://www.kahonwes.com/iroquois/stories.htm>>.

Use the “Locating American Indian Regions Map”, created by students in Lesson 3 to point out the Eastern Woodland Region. Note that this map can also be found in the *Supplemental Materials (Unit 2, Lesson 4)*.

Briefly explain that the ancient Native Americans in this region were known for building mounds that were used for both burial purposes and political purposes. Share the following information with students:

From about 3000 years ago to about 1200 years ago, the Adena lived along the Ohio River in this region. They were one of the oldest groups in the region. The most famous thing they left behind is the Great Serpent Mound.

From about 2300 years ago to 1300 years ago, the Hopewell lived in this region. They made even larger mounds than the Adena and were known for being excellent farmers and traders. Some Hopewell people lived in Michigan in areas such as present-day Grand Rapids. (Note that the Hopewell were briefly covered in Unit 3, Lesson 2 for Grade 3.)

About 900 years ago, a group known as the Mississippian people lived in the Eastern Woodlands region. They built cities and mounds. On top of their mounds were temples and public buildings. Their largest city was Cahokia, which is across from present-day St. Louis. This was a city of between 20,000 and 30,000 people. (For a comparison find a city of 20,000+ that students are familiar with at HYPERLINK "http://www.us-city-home.com/browse/michigan/pop_20000/" http://www.us-city-home.com/browse/michigan/pop_20000/).

By about 600 years ago, many different groups of Native Americans lived in the Eastern Woodlands region.

Remind students that the Native Americans of Michigan were part of the Eastern Woodlands cultural region. Remind students that a cultural region means that the people share similar characteristics in terms of their culture (language, dress, religion, how they live, etc.). Ask students to think about what they learned in third grade about “The People of the Three Fires” and create a web showing what they remember. Note that a “Web” and a “Completed Sample Web have been included in the *Supplemental Materials*

(Unit 2, Lesson 4) for you to use as reference. Note that Lesson 2 of Unit 3 of grade 3 included information on the three groups that made up this alliance, or confederation.

Place students in pairs and have them share and discuss their webs with their partner. Encourage students to add to their webs based on their discussion. Then, place pairs in groups of four and repeat the sharing process.

Provide each student with a copy of the “People of the Three Fires Chart” located in the *Supplemental Materials (Unit 2, Lesson 4)*. Review the information on the chart and if time permits have students add additional ideas to the web they have been creating.

Refer students back to the map from Step 2. Explain that because this region is so large it has many different climates and geographic features. Therefore, although the cultures of the region have a lot in common they also have a lot of differences.

Display the “Eastern Woodlands Regions” maps located in the *Supplemental Materials (Unit 2, Lesson 4)*. Explain that the Eastern Woodland region is often divided into two sub-regions, a Northeast Region and a Southeast Region.

Point out the Northeast Woodland region on the map. Explain that although this region had a variety of physical features including hills, mountains, coastal areas and river valleys, it had one common natural characteristic: forests. Ask students to predict how Northeast Woodland Native Americans may have used the natural resource of forests.

Point out the Southeast Woodland region on the map and explain that forests were the dominant feature in this region also. However, the climate was warmer in this region. Ask students how a warmer climate may have affected the groups living in this region. Note that possible answers include that the growing season would have been longer and that keeping warm was not as big of a problem as in the Northeast region.

Place students in pairs and give each pair copies of the “Northeast Woodland Native Americans” and “Southeast Woodland Native American” reference sheets located in the *Supplemental Materials (Unit 2, Lesson 4)*. Explain that students should read the sheets and highlight similarities in one color and differences in another.

When students have finished reading and highlighting, lead a discussion of similarities and differences between the two regions. Note that possible answers include:

Similarities: farming, forests, rivers were important, mostly permanent villages

Differences: types of houses, climate, length of growing season, language families

To add to their information, have students read their textbook section that covers the Eastern Woodland groups. Note that if you are using *America's Past* (cited in the Student Resources) this would include pages 35-37.

Draw students' attention to how people in this region used the resources around them to make what they needed. Explain that this can sometimes limit the goods people have. Pose the following question: How could people get things that they didn't have the resources to make? Discuss student responses and guide students in understanding that people traded for the things they could not make themselves. Share the following information regarding this idea:

People in the Great lakes region used the lakes and waterways of the area as trade routes.

People like the Odawa developed as great traders – moving goods between other groups.

Traders looked for goods that could not be found or made from the resources in their area. For example, people in good farming areas traded crops for meat and furs offered by skilled hunters in other areas. Traders from areas with birch trees traded birchbark containers for things made of copper which was not available in their area.

Explain that in order to get a better picture of life in the Eastern Woodlands region students will now explore one representative group, the Haudenosaunee, or Iroquois. Have students gather information on this group using some of the following resources. Provide sticky notes or note cards for recording information.

A textbook selection such as pages 42-43 in *America's Past*, cited in the Student Resources

Websites such as: HYPERLINK "<http://www.peace4turtleisland.org/pages/longhouse.htm>" <http://www.peace4turtleisland.org/pages/longhouse.htm> or HYPERLINK "http://bigorin.org/iroquois_kids.htm" http://bigorin.org/iroquois_kids.htm

A video segment such as *People of the Long House*

Informational text such as *Life in a Longhouse Village* or *Nations of the Eastern Great Lakes*

Give students time to gather information and then place them in groups of four to share and discuss. Have each group choose three significant things to share with the large group. As each group shares, record the ideas on chart paper.

Explain that students have gathered a lot of separate pieces of information and now need to find some ways to tie the information together. Explain that social scientists often call this process 'making generalizations.' Explain that a generalization is a broad statement based on facts. It is a way to summarize information. Guide students in making generalizations about Haudenosaunee life based on the information they have gathered. Note that possible generalizations include:

Men and women played different roles in the society but both genders were viewed as making valuable contributions.

Clans were an important part of village life.

Women had power within the village.

Houses and property were shared.

People used the resources around them for food, shelter, etc.

Land was communally owned

Villages (and nations) had boundaries for hunting and farming but no one 'owned the land.'

For an important civics connection, discuss the Iroquois League which was a confederation, or loose group of governments that work together. Use Word Card #22 and then share the following information with students:

The Iroquois League was described in what was called *The Law of the Great Peace* which was like a constitution.

Five of the largest Iroquois tribes, the Senecas, Cayugas, Onondagas, Oneidas, and Mohawks, came together to form a confederation. Later the Tuscarora joined also.

Each tribe governed itself, but in matters that concerned all the tribes a Great Council made decisions.

Place students into five groups, each representing one of the original five Iroquois Nations. Give each group a copy of the "Forming a Confederation" sheet located in the *Supplemental Materials (Unit 2, Lesson 4)*. Explain that each group should come up with three things they think the nations of the Haudenosaunee Confederation should agree to do.

After giving groups time to work, have each group make their suggestions and record each suggestion on chart paper. Then, guide students in coming to consensus on five things. Finally, share the following which were actual agreements made by the five nations when they formed their confederation:

Each of the five nations could send representatives to the great council.

The council would meet at least once a year to discuss relations with other nations, plan warfare and resolve disagreements.

All members of the league had to agree on major decisions.

Members agreed not to fight among themselves.

All the nations agreed to work together.

Individual nations could still live according to their own traditions and beliefs.

The people of each nation retained control over their own territory.

For technology-based enrichment activities, consider one of the following:
Have students take a virtual tour of an Iroquois longhouse and village at this website: *The Archaeology of an Iroquoian Longhouse*, HYPERLINK "<http://www.rom.on.ca/digs/longhouse/>".
Take a Visual tour of *Scenes from the Eastern Woodlands* at this website: HYPERLINK "<http://nativetech.nativeweb.org/scenes/>".
Have students research the Cherokee or another tribe of the Southeast Woodland region.

Assessment

An assessment for Eastern Woodland Native Americans has been included in the *Supplemental Materials (Unit 2, Lesson 4)* in which students answer five multiple choice questions and then use a graphic organizer to plan and write a paragraph describing Eastern Woodland American Indian Life. Answers to the Multiple Choice questions are as follows: 1: B, 2: A, 3: C, 4: B, 5: D

5th Grade Integrated Early American History
SS050204
Unit 2: Three Worlds Meet
Lesson 4

Michigan Citizenship Collaborative Curriculum
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August 15, 2011

Lesson 5: A Brief Look at West Africa

Big Ideas of the Lesson

Africa is a huge continent made up of five diverse regions, over fifty different countries and hundreds of different cultures.

Africa has a rich history going back thousands and thousands of years. Over one thousand years ago a series of empires including Ghana, Mali, and Songhay developed in West Africa.

These empires became rich and powerful by controlling the trade networks in the region.

The majority of people in these empires were farmers with strong ties to their family, clan, and village.

Historical evidence about the history of West Africa comes from archaeology, written history, and oral history.

Lesson Abstract:

In this lesson, students explore life and cultural development in West Africa before the 16th century. The lesson begins with a map activity in which students locate the major regions of Africa. Students then focus on West Africa as they use additional maps to identify major vegetation zones of the region, early trade routes, and the location of major empires. Students then compare and contrast the empires of Ghana, Mali, and Songhay as they look at the influence of trade, family structure, political organization, and significant leaders. Finally, students explore the strengths and weaknesses of three kinds of historical evidence used to study West Africa: archaeology, written history and oral history.

Content Expectations

5 – U1.3.1: Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).

5 – U1.3.2: Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

Common Core Standards

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6: Analyze multiple accounts of the same event or topic, noting

important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

culture

empire

perspective

region

Instructional Resources

Equipment/Manipulative

Chart paper

Highlighters

Overhead projector or document camera/projector

Salt and a piece of gold jewelry (optional)

Student Resource

Ancient West African History Teaching and Learning Modules. Museum of African American History website. 1 August 2011 <HYPERLINK "<http://www.charleswrightmuseum.net/history/>"<http://www.charleswrightmuseum.net/history/>>.

Interactive Timeline of African History. MAAH website. 1 August 2011 <HYPERLINK "<http://www.charleswrightmuseum.net/history/timeline.html>"<http://www.charleswrightmuseum.net/history/timeline.html>>.

Shuter, Jane. *Ancient West African Kingdoms.* History Opens Windows Series. Chicago, IL: Heinemann, 2009 (optional).

Wisniewski, David. *Sundiata: Lion King of Mali.* New York: Sandpiper Books, 1999.

Teacher Resource

Bowman, Dorian. *Kingdom of Ghana: Primary Source Documents*. Boston University, African Studies Department. 1 August 2011 < HYPERLINK "http://www.bu.edu/africa/outreach/materials/handouts/k_o_ghana.html" http://www.bu.edu/africa/outreach/materials/handouts/k_o_ghana.html>.

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 5)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Equestrian Figure. Minneapolis Institute of Art website. 1 August 2011 <HYPERLINK "http://www.artsconnected.org/resource/printImage/3814" <http://www.artsconnected.org/resource/printImage/3814>>.

How Big is Africa Image and Poster. 1 August 2011 < HYPERLINK "http://www.bu.edu/africa/outreach/materials/handouts/howbig.html" <http://www.bu.edu/africa/outreach/materials/handouts/howbig.html>>.

McKissack, Patricia and Frederick. HYPERLINK "http://www.amazon.com/Royal-Kingdoms-Ghana-Mali-Songhay/dp/0805042598/ref=sr_1_2?ie=UTF8&s=books&qid=1279039623&sr=1-2" *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa* New York: Henry Holt and Co, 1995.

Map of Africa. 1 August 2011 <HYPERLINK "http://www.mongabay.org/images/african.gif" <http://www.mongabay.org/images/african.gif>>.

Maps of West Africa. 1 August 2011 < HYPERLINK "http://home.intekom.com/southafricanhistoryonline/pages/classroom/pages/projects/grade10/lesson3/05-trading-desert.html" <http://home.intekom.com/southafricanhistoryonline/pages/classroom/pages/projects/grade10/lesson3/05-trading-desert.html>>.

Regions of Africa Map. 1 August 2011 <HYPERLINK "http://en.wikipedia.org/wiki/File:Africa_map_regions.svg" http://en.wikipedia.org/wiki/File:Africa_map_regions.svg>.

Trading Through the Desert. 1 August < HYPERLINK "http://home.intekom.com/southafricanhistoryonline/pages/classroom/pages/projects/grade10/lesson3/05-trading-desert.htm" <http://home.intekom.com/southafricanhistoryonline/pages/classroom/pages/projects/grade10/lesson3/05-trading-desert.htm>>.

Lesson Sequence

Remind students of the title of this unit: *Three Worlds Meet*. Ask what they

think the title means and discuss their responses. Guide students in understanding that the three worlds refer to three continents: North America, Africa and Europe. Because these continents had many differences, they were looked at as different 'worlds'. Explain that this lesson will shift the focus from North America, the focus of the two previous lessons, to Africa to begin to build an understanding of how these worlds influenced the history of the United States.

Display some common table salt and a piece of gold jewelry. Note that as an option you can use the "Salt for Gold" visual included in the *Supplemental Materials (Unit 2, Lesson 5)*. Ask students if they would be willing to trade gold for salt. Discuss their responses. Explain that in this lesson students will find out why people in one part of Africa were willing to trade gold for salt.

Briefly introduce the continent of Africa using the following information:

Africa is a huge continent. You can fit all of Europe, all of the U.S. including Alaska, and the country of China into the continent of Africa. Note that an image and poster illustrating this is available at this website: < HYPERLINK "http://www.bu.edu/africa/outreach/materials/handouts/howbig.html" <http://www.bu.edu/africa/outreach/materials/handouts/howbig.html>>

Africa has over 50 countries and hundreds of different cultures. More than 2000 different languages are spoken in Africa.

Africa has a rich history going back thousands and thousands of years. Evidence of the very earliest humans has been found in Africa.

Display the "Regions of Africa" map located in the *Supplemental Materials (Unit 2, Lesson 5)*. Guide students in identifying the five main regions of Africa. Note that regional maps of Africa differ, so it is possible that students may encounter another map that has a country placed in a different region than this map. Remind students that they encountered similar issues when they viewed several different regional maps of the United States in fourth grade.

Explain that the focus of this lesson is the region of West Africa. Give each student a copy of the "African Countries Map" located in the *Supplemental Materials (Unit 2, Lesson 5)*. Using the Regions Map as a guide, have students color in the region of West Africa on their outline map. Note the countries that are part of this region.

As a supplement to this section of the lesson, you may want students to visit the following website created by the Charles Wright Museum of African American History: <HYPERLINK "http://www.charleswrightmuseum.net/history/map.html" <http://www.charleswrightmuseum.net/history/map.html>>. This site has several interactive maps including a regions map for this part of the lesson. Another section of the website contains modules on the three West

African empires studied in this lesson as well as modules on topics such as family structure.

Display the “Map and Timeline” located in the *Supplemental Materials (Unit 2, Lesson 5)* and ask students to make inferences about what happened in this region of West Africa based on the two resources. Note that possible inferences include:

- There were three countries/states/kingdoms that appeared in this region.
- The countries/states/kingdoms got bigger.
- The second one, Mali, may have taken over the first one, Ghana. The same thing may have happened with Songhay.
- They began over 900 years ago.
- They contained a wealth of resources.

Explain that this map shows three small kingdoms that became empires. Using Word Card #23, discuss the term ‘empire.’ Explain that throughout history empires have risen or developed, and have declined, or fallen. In this lesson students will explore the rise and fall of these three powerful West African empires.

Display the “Vegetation Regions of Africa” map located in the *Supplemental Materials (Unit 2, Lesson 5)*. Using Word Cards #24 and #25 discuss the terms ‘savanna’ and ‘rainforest.’ Using the map show that West Africa has three vegetation regions:

- The Sahara Desert is in the north part of the region, a dry area difficult to live in.
- Savanna, or grasslands have a short rainy season. This area is similar to the prairies of North America.
- Tropical rainforests have a hot, humid climate and thick vegetation.

Explain that the history of West Africa is the story of how people learned to adapt to these three diverse vegetation zones. Using the map from Step 7, guide students in understanding that the three empires were located primarily in the savanna region between the desert to the north and the rainforest to the south. This location had a large impact on the rise and growth of these empires.

Display the “Trade Routes” map located in the *Supplemental Materials (Unit 2, Lesson 5)*. Ask students what pattern they see in the trade routes. Discuss their responses. Guide them in understanding that most of the trade routes cross the Sahara Desert and connect the savanna region of West Africa to the region of North Africa. Pose the following question: What kind of challenges would people encounter on a trade route through a desert. Discuss student responses. Note that possible answers include lack of water, sand storms, no shade, hot temperatures, etc.

Pose the following question: Considering all the challenges why would people place trade routes across a desert? Discuss student responses. Guide students in understanding that people on either side of the desert must have had trade goods that the other side wanted. Explain that instead of being an obstacle, the Sahara became a 'sea of sand' with traders moving across it. Explain that the camel helped make this trade possible since camels could carry large loads, needed little water, and were steady walking on sand. They became the 'ships of the desert'. Explain that by controlling these trade routes the empires of Ghana, Mali, and Songhay became rich and powerful.

Display the "Location of Ghana" map located in the *Supplemental Materials (Unit 2, Lesson 5)*. Point out that Ghana is in the savanna region. Share the following information about early Ghana. Make sure to point out that students should not confuse this early kingdom with the present country of Ghana which is located in the southern part of West Africa.

People had cleared land, built homes, and farmed in this region for hundreds of years.

People of this region shared similar cultures and similar languages that belonged to the Mande family of languages. This was similar to the way in which many people of the Eastern Woodland region commonly belonged to either the Algonquin language family or the Iroquois language family. They mined iron ore and shaped it into tools and weapons. The ability to use iron allowed them to grow more food. It also allowed them to make stronger weapons which resulted in taking over weaker groups near them. By the year 700 Ghana was changing from a small kingdom to a powerful empire.

Using the "Location of Ghana" map again point out that Ghana was located between salt mines located in the Sahara Desert and gold mines located in the rainforest region. Explain that people in North Africa wanted gold and people of the rainforest wanted salt. Share the following information regarding reasons for these wants:

Gold was seen as a valuable trade good. It was desired in Europe and in Asia as well as other regions of Africa.

There was so much gold in Ghana and the forest regions south of it that it wasn't considered valuable.

Salt was critical to people living in the tropical rainforests. It kept food from spoiling and replaced the salt the body loses in sweating.

Explain that Ghana controlled the salt-for-gold trade and taxed traders as they brought the goods to trade in Ghana. The kings of Ghana used the wealth from tax money to expand their army. Using their army they took over small kingdoms and city-states around them and Ghana became a large and powerful empire.

Explain that traders often bring more than goods with them; they bring ideas. Using Word Cards #27 and #28 explain the terms 'Islam' and 'Muslim'. Explain that most of the traders who crossed the Sahara were Muslims. They brought their religion with them to Ghana. They also brought their system of writing and record keeping. The Kings of Ghana tended to retain their own religions but made use of the book-keeping skills and literary skills of Muslim scholars who began to visit the region.

Using the map and timeline from Step 7, point out that by 1100 the empire of Ghana had pretty much fallen apart and a new empire called Mali had risen. Pose the following question: What could cause an empire to fall apart? Discuss student responses. Note that possible student answers include that a bigger army could defeat the army of the empire, traders could stop paying taxes, other people might want to take over the trade routes, etc. Share the following reasons that historians have identified relating to the decline of Ghana:

There appears to have been a drought in the area which affected the production of food.

A group of Muslims from North Africa (called the Almoravids) invaded Ghana. They were not able to hold on to Ghana but it greatly weakened the empire.

Following the invasion, a harsh king came to power in Ghana. He was eventually defeated by Sundiata, the ruler of the small kingdom of Mali.

As a result of these factors, Ghana lost control of the trade network.

Give each student a copy of the "Comparing West African Empires" chart located in the *Supplemental Materials (Unit 2, Lesson 5)*. Have students work with a partner to fill out the Ghana section of the chart. When students have finished, discuss what they wrote. Note that a chart showing sample answers has also been included in the *Supplemental Materials (Unit 2, Lesson 5)* for you to use as reference. If students have failed to include some of the important reasons for the rise and decline of Ghana, guide them in adding these to their charts.

Explain that the story of West Africa is not just the story of kings and empires but of the many common people who raised the food, made the tools and mined the gold. Share the following information regarding daily life in Ghana:

The majority of people of Ghana lived in small farming compounds. These were made up of a man, his wife, his sons' families and his daughters' families. A compound usually had a group of houses around a central courtyard shared by the families.

People also belonged to a clan similar to the Eastern Woodlands American Indians.

Family compounds made up a village led by a village leader. Villages were connected and traded with each other.

Family, clan, and village were very important to the people of West Africa. Several villages made up a small kingdom led by a king. These small kingdoms made up the empire of Ghana led by a king.

As an introduction to Mali read students the book *Sundiata, Lion King of Mali*. This book, based on oral history, tells the story of how Sundiata defeated a harsh ruler of Ghana which led to the rise of the Mali empire.

Give each student the short informational piece on Mali located in the *Supplemental Materials (Unit 2, Lesson 5)*. Explain that students should read the text and highlight ways Mali was similar to and different from Ghana. Give students time to read the text and then discuss the empire of Mali using the following questions:

How was Mali like Ghana?

How was Mali different?

Why do you think the kings of Mali divided up their empire into smaller areas called provinces?

What was the influence of Islam in Mali?

What is remembered about the famous Mali ruler Mansa Musa?

Using the chart they began in Step 18, have students summarize factors that led to rise and decline of Mali.

Return to the map and timeline used previously in this lesson and point out the empire of Songhay. Ask students to predict what led to the rise and growth of Songhay. Then, have students read the informational piece on Songhay located in the *Supplemental Materials (Unit 2, Lesson 5)* and complete the Songhay section of the chart they have been creating. Note that this step could be assigned as homework.

Pose the following question: Since these empires existed so long ago, how do you think historians have learned about their history? Discuss student responses. Use Word Cards #29 and #30 to explain that archaeology has been an important source of information about West African history.

Display the “Archaeological Evidence” (wooden sculpture) located in the *Supplemental Materials (Unit 2, Lesson 5)*. Have students write a brief description of it in their social studies journals. Have students share their descriptions in the large group. Discuss the sculpture using the following questions.

Who do you think is depicted in the sculpture?

What is the person holding?

What kind of animal is he riding?

What is unusual about the animal?

Share the following information about the sculpture:

This is a wooden sculpture of a horse and rider uncovered by archaeologists at a site from ancient Mali.

It is estimated to have been made around the year 1400.

Historians think the rider was made larger than the horse to show the power and importance of the rider who was probably a warrior.

The rider is wearing short pants and a tight-fitting cap. He has a large necklace and two weapons: a short bow in his hand and a dagger strapped to his arm.

Archaeological evidence like this can help us understand what soldiers may have worn and the weapons they may have used.

The horse has tube-like, unrealistic legs and head. Archaeologists do not know why the horse was created this way.

Archaeologists are unclear about what the sculpture was used for. It has a base shaped like a mushroom so it may have been stuck on top of something like a long pole.

Explain that archaeological evidence can be a powerful resource for learning about the past but it also has its weaknesses. Ask students what might be some of these problems. Discuss their responses. Note that possible answers include that often artifacts are not complete and have pieces missing; that we can misinterpret what an artifact is; that we only have a few things left from the past. Explain that archaeology in this region of West Africa is also complicated by the fact that the Sahara Desert has grown over time and many important sites from the empires are now covered in sand and difficult to locate.

Explain that in addition to archaeological evidence relating to the empires of West Africa we also have written records. Display the “Written History” excerpt from the writings of Al-Bakri located in the *Supplemental Materials (Unit 2, Lesson 5)*. Read the text with students and discuss what it tells us about the empire of Ghana.

Explain that the author of this description never actually visited Ghana or other places he wrote about. Instead he interviewed travelers who had been to these places and also read accounts of these places written by Muslim scholars. Discuss how this could lead to inaccurate information about the past. In addition, discuss how point of view, which was explored in Lesson 1, can affect people’s interpretations of the past. Remind students that written accounts of the West African empires were written for the most part by Muslims, who differed in many ways from the people of West Africa. Point out the first sentence in the Al-Bakri excerpt and use it as an example of point of view. Explain that the author assumes wearing a ‘necklace’ is only something a woman does, yet in ancient West Africa this may not have been the case.

Using Word Card #31, explain that ‘oral history’ is a third important resource

for learning about West African history. Using Word Card #32, review what students learned in the book about Sundiata and the role griots play in West Africa. Explain that these historian-storytellers keep mental records of everything and use stories, music, dance, and poetry to share history. They are still a very important part of West African culture.

Explain that like the other two resources, oral history has its weaknesses. Ask students to identify a possible weakness. Note that possible answers include as history is passed through time things can be exaggerated; as history is passed through time parts of the story may be lost or changed; and since oral history is not written down it often does not have as much detail as written history.

Have students work with a partner to complete the “Evaluating Different types of Historical Evidence” chart located in the *Supplemental Materials (Unit 2, Lesson 5)*. Note that a chart showing sample answers has also been included for you to use as reference.

Because this lesson has a great deal of content, be sure to use the lesson graphic organizer and the Big Ideas of the lesson to guide students in understanding and discussing the most important ideas of the lesson.

Assessment

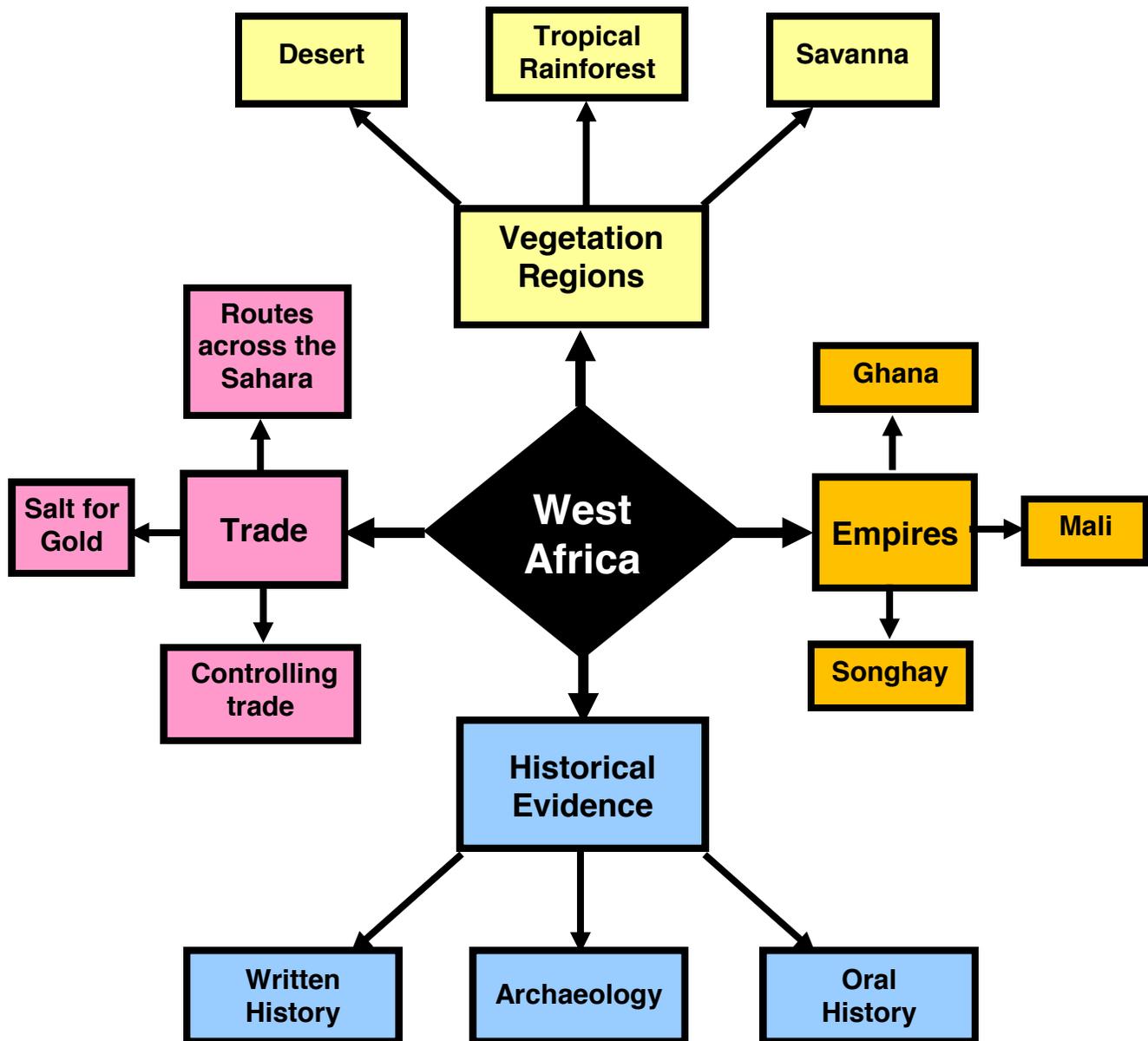
An assessment for West Africa including multiple choice questions and constructed response items has been included in the *Supplemental Materials (Unit 2, Lesson 5)*.

5th Grade Integrated Early American History
SS050205
Unit 2: Three Worlds Meet
Lesson 5

Michigan Citizenship Collaborative Curriculum
Page PAGE 9 of NUMPAGES 9
HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

August 15, 2011

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 5, Unit 2

1. Africa is a huge continent made up of five diverse regions, over fifty different countries, and hundreds of different cultures.
2. Africa has a rich history going back thousands and thousands of years.
3. Over one thousand years ago a series of empires including Ghana, Mali, and Songhay developed in West Africa.
4. These empires became rich and powerful by controlling the trade networks in the region.
5. The majority of people in these empires were farmers with strong ties to their family, clan, and village.
6. Historical evidence about the history of West Africa comes from archaeology, written history, and oral history.

Word Cards

Word Cards from previous lessons needed for this lesson:

- History – Word Card #1 from Lesson 1
- Historian – Word Card #2 from Lesson 1
- Perspective—Word Card # 8 from Lesson 1
- Primary Sources – Word Card #3 from Lesson 1
- Secondary Sources – Word Card #4 from Lesson 1
- Timeline - Word Card #6 from Lesson 1
- Point of View – Word Card #8 from Lesson 1
- Cause – Word Card #9 from Lesson 1
- Effect – Word Card #10 from Lesson 1
- Region – Word Card #17 from Lesson 3
- Culture – Word Card #18 from Lesson 3
- Adapting to the Natural Environment – Word Card #20 from Lesson 3

23 empire

a group of kingdoms or nations taken over and ruled by one leader

Example: Ghana, Mali, and Songhay were West African empires.

(SS050205)

24 vegetation region

a region characterized by the kind of plants that grow there.

Example: Deserts, savannas, and tropical rainforests are examples of vegetation regions.

(SS050205)



**25
savanna**



a region with tall grass
and a few scattered trees.

Example: Savannas are like the prairies of
North America.

(SS050205)

**26
tropical rainforest**



an evergreen forest
in a tropical area with lots of rain and
very hot weather

Example: There is a region of tropical
rainforest south of the savanna in West Africa.

(SS050205)

**27
Islam**



one of the major
religions of the
world

Example: Islam was introduced into West
Africa over one thousand years ago.

(SS050205)

**28
Muslim**



someone who belongs
to the religion of Islam

Example: Muslim traders were part of the
West African trade networks.

(SS050205)

**29
archaeology**



a special branch of
history in which people study objects
from the past

Example: Archaeologists study artifacts such
as bones, tools, and old building sites.

(SS050205)

**30
artifacts**



things from the past that
are left for us to study

Example: Old tools, dishes, and sculptures
are examples of artifacts

(SS050205)

31
oral history

history that is passed along by speaking and not written down

Example: Griots of West Africa were in charge of oral history.

(SS050205)

32
griot

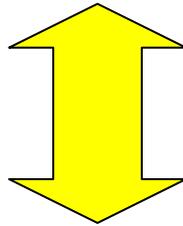
an historian and storyteller responsible for keeping the oral history of an area



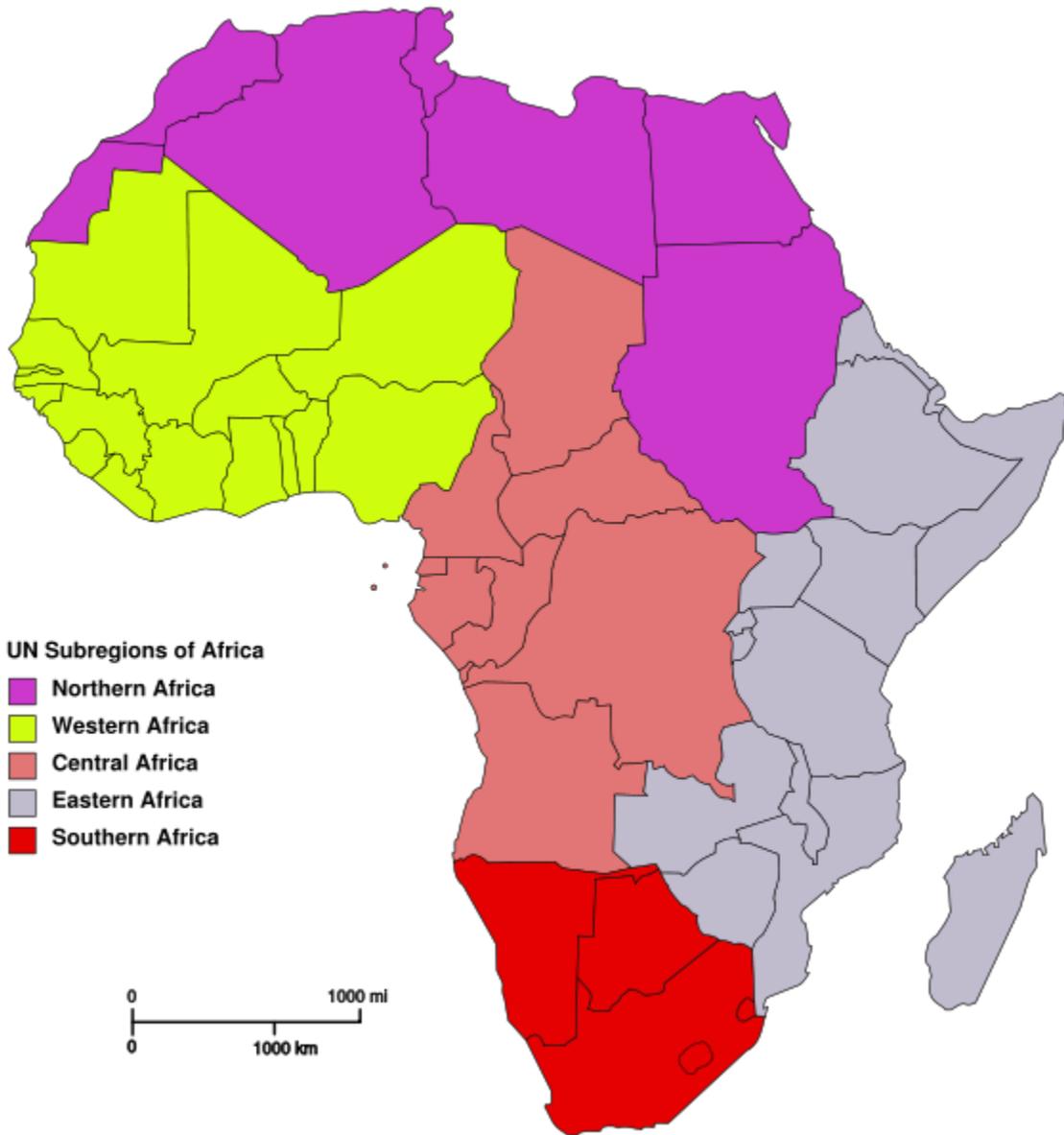
Example: Griots have always been an important part of West African cultures.

(SS050205)

Salt for Gold



Regions of Africa

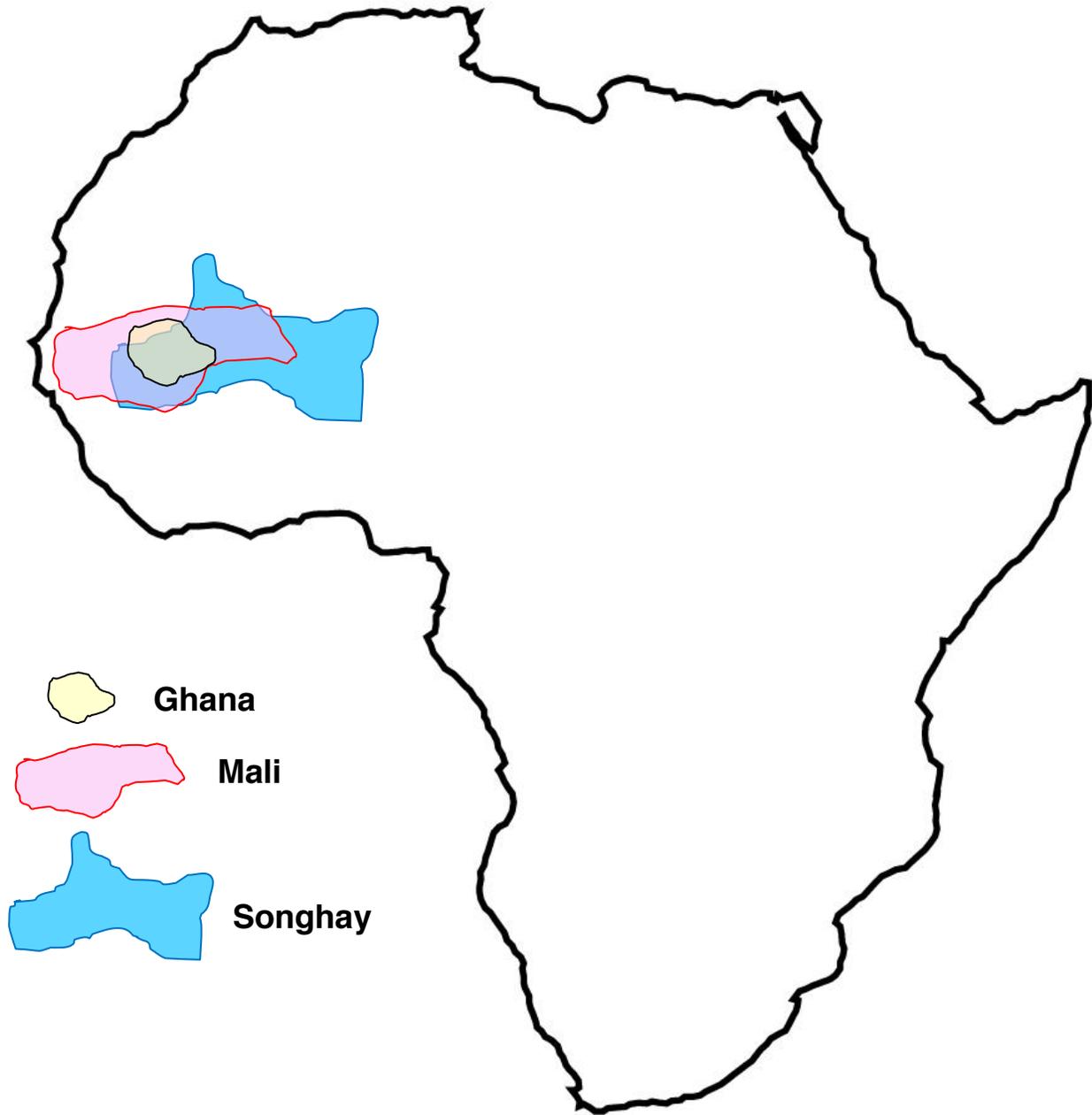


Source: http://en.wikipedia.org/wiki/File:Africa_map_regions.svg

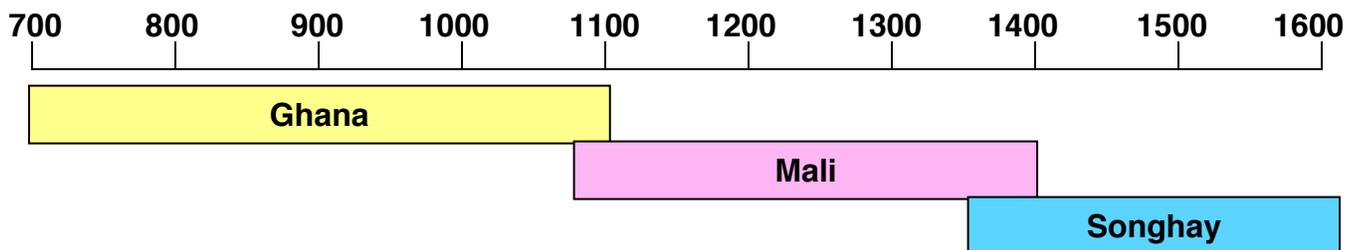
African Countries



Source: <<http://www.mongabay.org/images/african.gif>>



Timeline (source?)

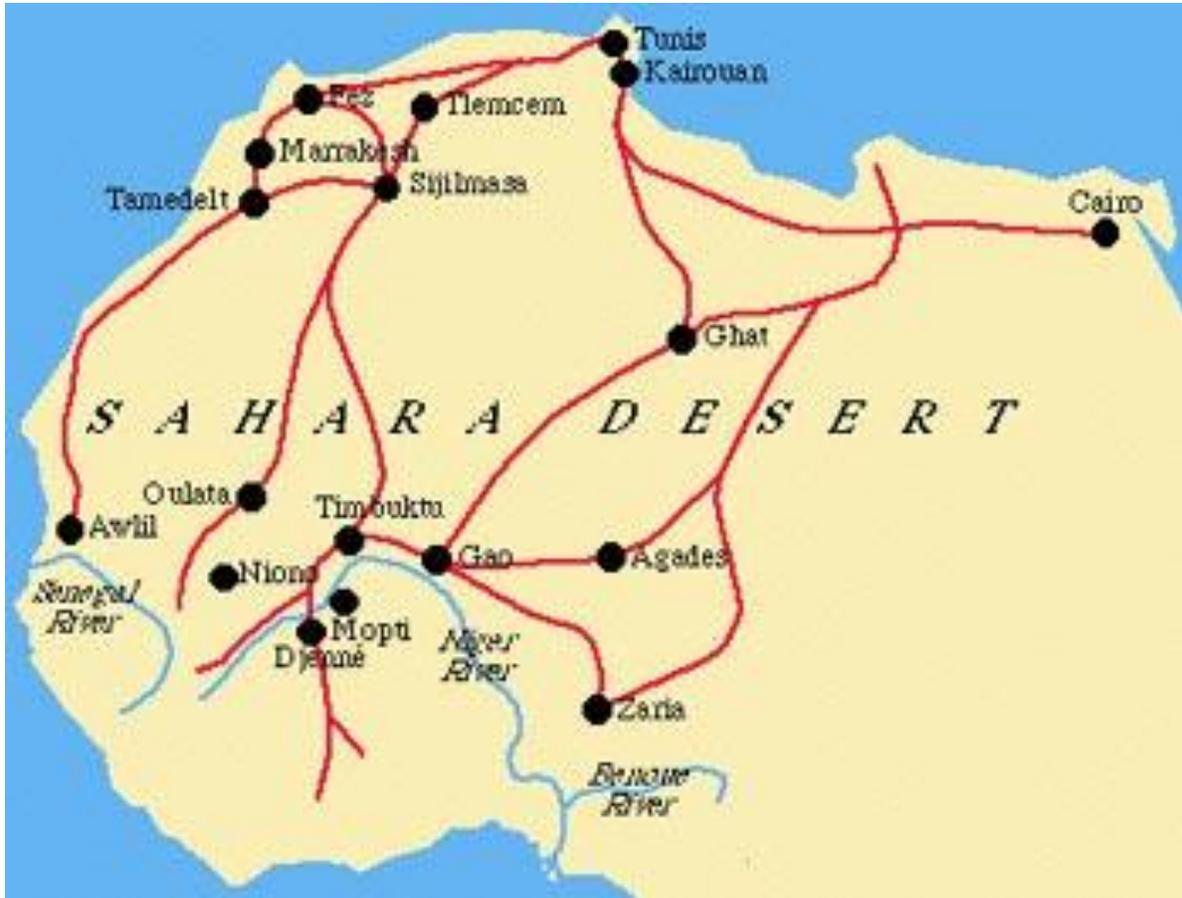


Vegetation Regions of Africa



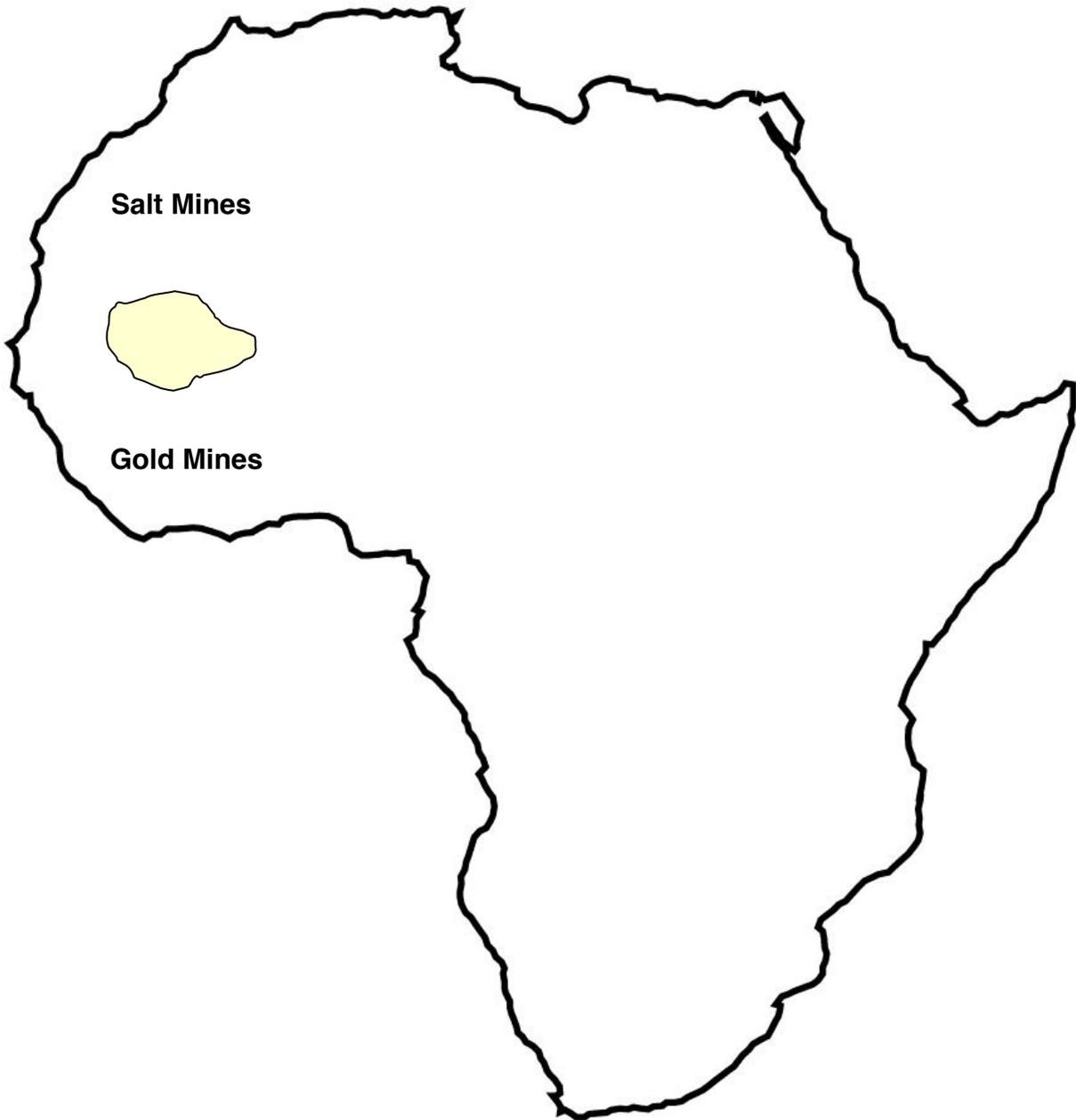
Source: <<http://home.intekom.com/southafricanhistoryonline/pages/classroom/pages/projects/grade10/lesson3/05-trading-desert.htm>>

Trade Routes



Source: <<http://home.intekom.com/southafricanhistoryonline/pages/classroom/pages/projects/grade10/lesson3/05-trading-desert.htm>>

The Location of Ghana



Comparing West African Empires

	What led to its rise and growth?	What led to its decline?
Ghana		
Mali		
Songhay		

Comparing West African Empires – Sample Answers

	What led to its rise and growth?	What led to its decline?
Ghana	<ul style="list-style-type: none"> • Location between the salt mines of the Sahara and the gold mines of the rainforest • Use of the camel for carrying goods • Control of the trade routes • Iron working that led to producing more food and making better weapons • Leaders who used taxation to raise money that could be used to expand the army. 	<ul style="list-style-type: none"> • Muslims from the North tried to take over Ghana • Loss of control over trade • Drought • Poor leadership
Mali	<ul style="list-style-type: none"> • Sundiata led a rebellion against Ghana and took over what was left of Ghana • Powerful kings with a powerful army • Control of the trade routes • Expansion of trade 	<ul style="list-style-type: none"> • A struggle for power after Mansa Musa died • Poor leadership • Attacks by outsiders • Rebellions by kingdoms controlled by Mali • Loss of control over trade
Songhay	<ul style="list-style-type: none"> • Songhay pulled away from the empire of Mali under Sonni Ali • Songhay began to take land that had been part of Mali • Powerful kings and a powerful army and navy • Control of trade routes 	<ul style="list-style-type: none"> • Poor leadership • A civil war • It had become so large it was hard to control. • Areas of the empire rebelled • The Moroccan army invaded

Mali

As the empire of Ghana was declining a new empire, called Mali, was growing. Mali had been a small city-state under the control of Ghana. Under the leadership of a king named Sundiata, Mali rebelled against Ghana. He took control of what was left of the Ghana empire and then expanded into more territory. Mali came to control the gold trade that Ghana had controlled but added even more trading partners such as Egypt.

The kings of Mali divided their large empire into provinces, or smaller areas. Each province had a governor chosen by the king of Mali. In this way Mali could control its expanding empire. During its time Mali was probably the second largest empire in the world; only the Mongolian empire in Asia would have been larger.

The most famous ruler of Mali was Mansa Musa, or King Musa. He was a strong ruler who used the wealth of Mali to expand his army but also to build many incredible buildings. He also turned the city of Timbuktu into a famous place of learning where people studied areas like medicine, astronomy and mathematics.

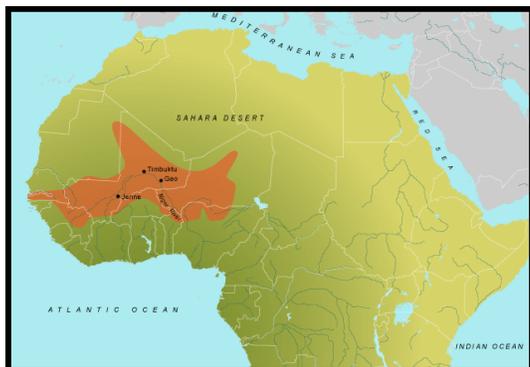
Mansa Musa adopted the religion of Islam. Compared to Ghana more people in Mali had become Muslims. As part of his religion he made a pilgrimage, or religious trip, to the city of Mecca in southwest Asia. This city was the center of the Islamic religion. According to historical records he took 60,000 people with him and many, many camels, each loaded with gold. His trip drew world attention to Mali. As a result of the trip trade increased between Mali and the rest of the world.



Mansa Musa, leader of Mali

When Mansa Musa died people fought over who should become ruler of Mali. There was a struggle for power. Mali was then ruled by a series of weak and ineffective kings. This weakened the empire. Outsiders found it a good time to attack Mali. This further weakened the empire. In addition, some of the small kingdoms that Mali controlled rebelled and became independent. As a result of all these factors Mali lost control of the trade networks. By 1400 the empire of Mali had fallen apart. A new empire called Songhay was rising to power.

Songhay



Songhay was a small kingdom which had been ruled by Mali. The people of Songhay were not happy under Mali's rule. After Mansa Musa died, Sonni Ali, the king of Songhay declared Songhay independent and started to take over territory that Mali had controlled. Sonni Ali built a huge army that included many horse soldiers as well as a navy of powerful canoes that controlled the rivers of West Africa. He took control of the trade routes and this made Songhay wealthy and powerful. He continued to expand Songhay until it was much larger than either Ghana or Mali had been. He ruled for over 25 years. When he died his son became king. He did not rule long because Askia Muhammad, a general in the army, decided to take power and become king of Songhay.

Askia Muhammad continued to expand Songhay and brought the empire to the height of its power. He expanded the military, encouraged learning and developed a new system of laws for the empire. Although he was a Muslim himself he did not force his people to become Muslims. While he ruled Mali Muslim scholars from many places came to study in Timbuktu which Askia Muhammad had expanded. He ruled Songhay for over 30 years. When he was in his eighties, one of his sons led a revolt against him and took over the empire.

Like Mali, Songhay then struggled under poor leadership. This led to a civil war in Songhay where groups within the empire were fighting each other. The empire had become so large it was hard to control. Some areas of the empire began to rebel and pull away. Seeing that Songhay's power had weakened, the Moroccan army from North Africa invaded Songhay. Geography played a role in Songhay's decline also. There was a serious drought at this time which affected farming. By 1600 Songhay like the other two great West African empires had declined and fallen apart.

Archaeological Evidence



Source: <<http://www.artsconnected.org/resource/printImage/3814>>

Written History

"The King adorns himself like a woman wearing necklaces round his neck and bracelets on his forearms and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. He holds an audience in a domed pavilion around which stand ten horses covered with gold-embroidered materials...

At the door of the pavilion are dogs of excellent pedigree. Round their necks they wear collars of gold and silver, studded with a number of balls of the same metals."

- Al-Bakri, early Muslim geographer

- Source: http://www.bu.edu/africa/outreach/materials/handouts/k_o_ghana.html

Evaluating Different Types of Historical Evidence

	Strengths	Weaknesses
Archaeology		
Written History		
Oral History		

Evaluating Different Types of Historical Evidence – Sample Answers

	Strengths	Weaknesses
Archaeology	<ul style="list-style-type: none"> • <i>We can examine real objects from the past.</i> • <i>Artifacts can help us understand what people wore and what they did.</i> • <i>We can locate foundations of buildings and cities.</i> 	<ul style="list-style-type: none"> • <i>Artifacts are often not complete and have pieces missing.</i> • <i>We can misinterpret what an artifact is</i> • <i>We only have a few things left from the past.</i> • <i>Places can be hard to find.</i>
Written History	<ul style="list-style-type: none"> • <i>We have actual words written in the past.</i> • <i>When writing is passed along it tends to stay the same.</i> • <i>Writing can have lots of detail and information.</i> 	<ul style="list-style-type: none"> • <i>People’s point of view can affect how they view and write about another culture.</i> • <i>Some historians write about places they never visited.</i>
Oral History	<ul style="list-style-type: none"> • <i>Oral historians try to choose the most important parts of history to remember.</i> • <i>Oral history often emphasizes people and important events.</i> 	<ul style="list-style-type: none"> • <i>As history is passed through time things can be exaggerated</i> • <i>As history is passed through time parts of the story may be lost or changed</i> • <i>Since oral history is not written down it often does not have as much detail or references to years and dates as written history.</i>

West Africa--Assessment

Directions: Choose the **best** answer.

1. Ghana, Mali and Songhay were located in which vegetation region of West Africa?
 - A. savanna
 - B. pine forest
 - C. desert
 - D. rainforest
2. What was the main reason that trade routes began to cross the Sahara Desert?
 - A. The Sahara was easy to cross because it was mainly flat land.
 - B. People on each side of the Sahara wanted goods from the other side.
 - C. Muslim traders knew how to cross the desert quickly.
 - D. There was no other place to trade in Africa.
3. What is one similarity between Ghana and Mali?
 - A. The kings of Ghana and Mali all converted to the religion of Islam.
 - B. Ghana and Mali were about the same size.
 - C. Both Ghana and Mali had powerful kings but small armies.
 - D. Both Ghana and Mali controlled the trade network of the region.
4. What was a major factor in the rise and growth of all three empires in West Africa?
 - A. their religion
 - B. their village structure
 - C. their location
 - D. their language
5. Which of the following is true of all three empires in West Africa?
 - A. They had only good leaders, never poor leaders.
 - B. They used their wealth to expand their armies and take over more land.
 - C. They were never invaded by outsiders.
 - D. They each lasted more than a thousand years.

What are two factors that led to the growth and rise of West African Empires?	
What are two factors that led to the decline of West African Empires?	

Directions: Write one strength and one weakness of each type of historical evidence:

	Strengths	Weaknesses
Archaeology		
Written History		
Oral History		

Assessment – Answer Key

Answers to the multiple choice section are: 1:A, 2:B, 3:D, 4:C, 5:B

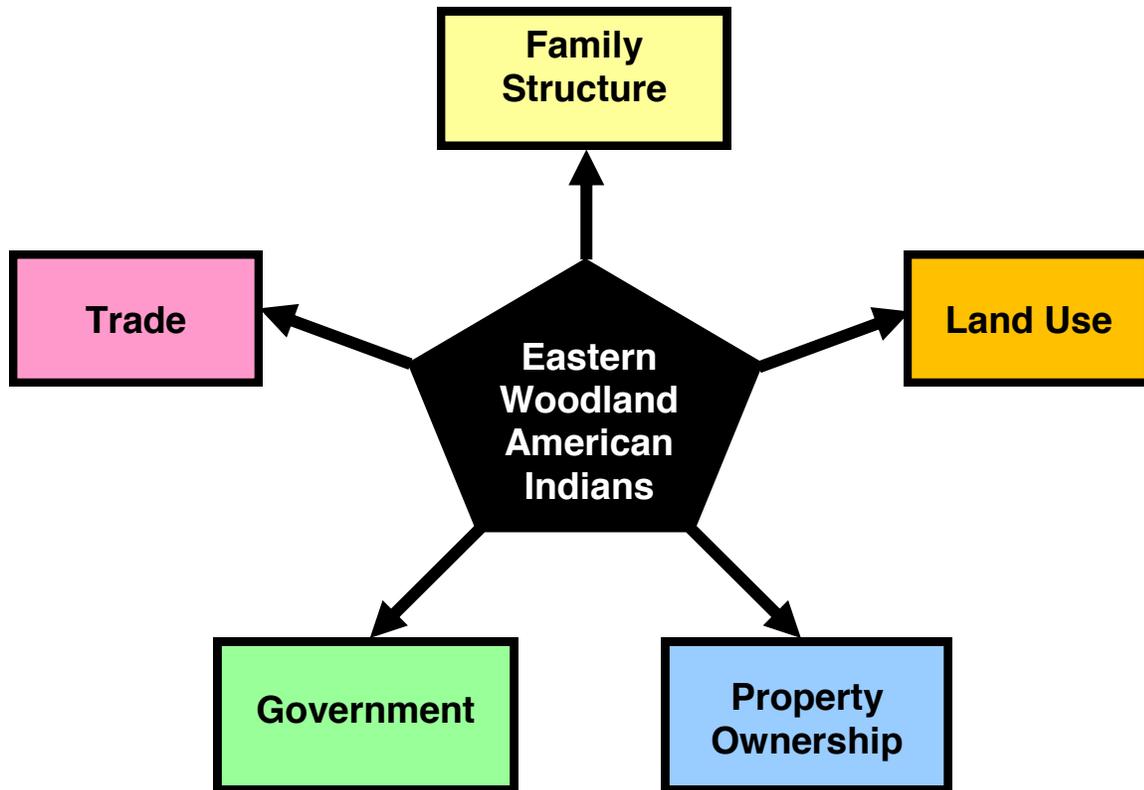
Possible Answers:

What are two factors that led to the growth and rise of West African Empires?	<ul style="list-style-type: none"> • Location between salt mines and the gold mines • Control of the trade routes • Leaders who used taxation to raise money that could be used to expand the army. • Powerful kings with powerful armies
What are two factors that led to the decline of West African Empires?	<ul style="list-style-type: none"> • Loss of control over trade • Drought • Poor leadership • Attacks by outsiders • It was hard to control a big empire

Possible Answers

	Strengths	Weaknesses
Archaeology	<ul style="list-style-type: none"> • <i>We can examine real objects from the past.</i> • <i>Artifacts can help us understand what people wore and what they did.</i> • <i>We can locate foundations of buildings and cities.</i> 	<ul style="list-style-type: none"> • <i>Artifacts are often not complete and have pieces missing.</i> • <i>We can misinterpret what an artifact is</i> • <i>We only have a few things left from the past.</i> • <i>Places can be hard to find.</i>
Written History	<ul style="list-style-type: none"> • <i>We have actual words written in the past.</i> • <i>When writing is passed along it tends to stay the same.</i> • <i>Writing can have lots of detail and information.</i> 	<ul style="list-style-type: none"> • <i>People’s point of view can affect how they view and write about another culture.</i> • <i>Some historians write about places they never visited.</i>
Oral History	<ul style="list-style-type: none"> • <i>Oral historians try to choose the most important parts of history to remember.</i> • <i>Oral history often emphasizes people and important events.</i> 	<ul style="list-style-type: none"> • <i>As history is passed through time things can be exaggerated</i> • <i>As history is passed through time parts of the story may be lost or changed</i> • <i>Since oral history is not written down it often does not have as much detail or references to years and dates as written history.</i>

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 4, Unit 2

1. Eastern Woodland American Indians lived in a large region extending from the Mississippi River to the Atlantic Ocean.
2. Although American Indians of this region had much in common, the many different climates and geographic features of this region resulted in many cultural differences.
3. To better understand the people in this region, it is important to study cultural factors such as family structure and land use.
4. Some American Indian nations of this region joined together to form confederations.
5. The Haudenosaunee, or Iroquois League, was an example of a confederation.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Region – Word Card #17 from Lesson 3
- Culture– Word Card #18 from Lesson 3
- Human/Environment Interaction – Word Card #19 from Lesson 3
- Adapting to the Environment – Word Card #20 from Lesson 3
- Modifying the Environment – Word Card #21 from Lesson 3

22 confederation

a group of
leaders who
work together
for the benefit of their members



Example: The Haudenosaunee League was a confederation made up of five nations.

(SS050204)

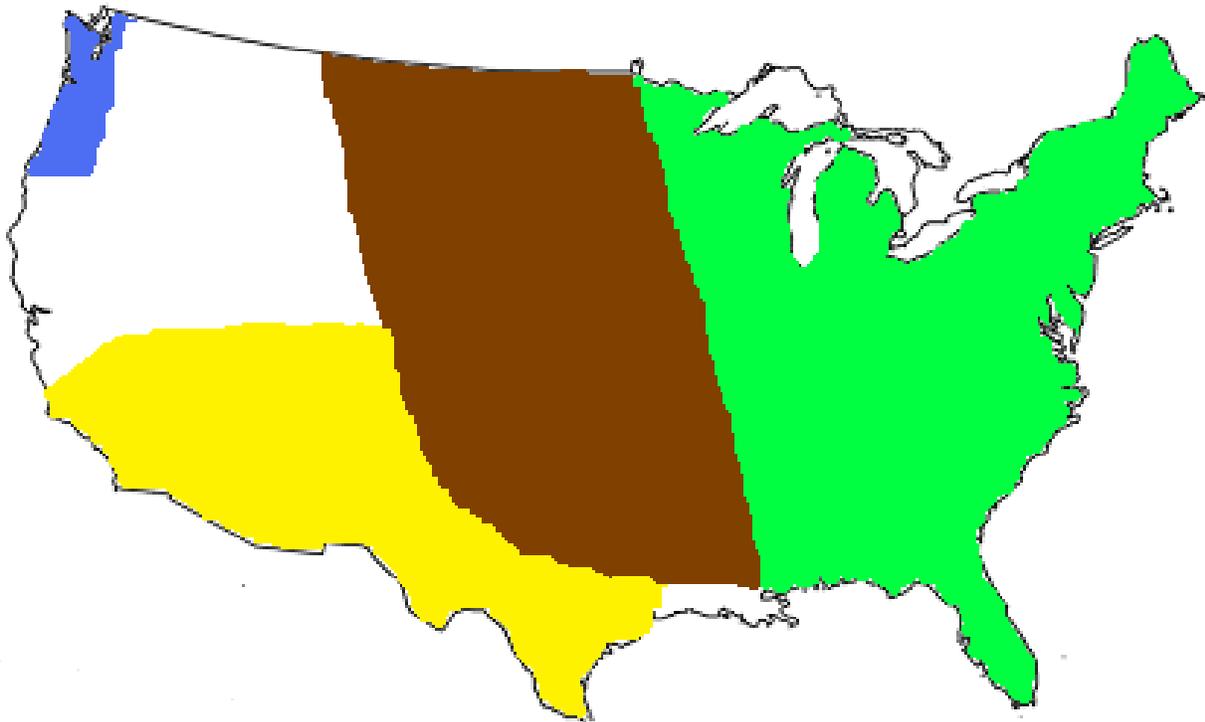
Locating American Indian Regions

Pacific Northwest (blue)

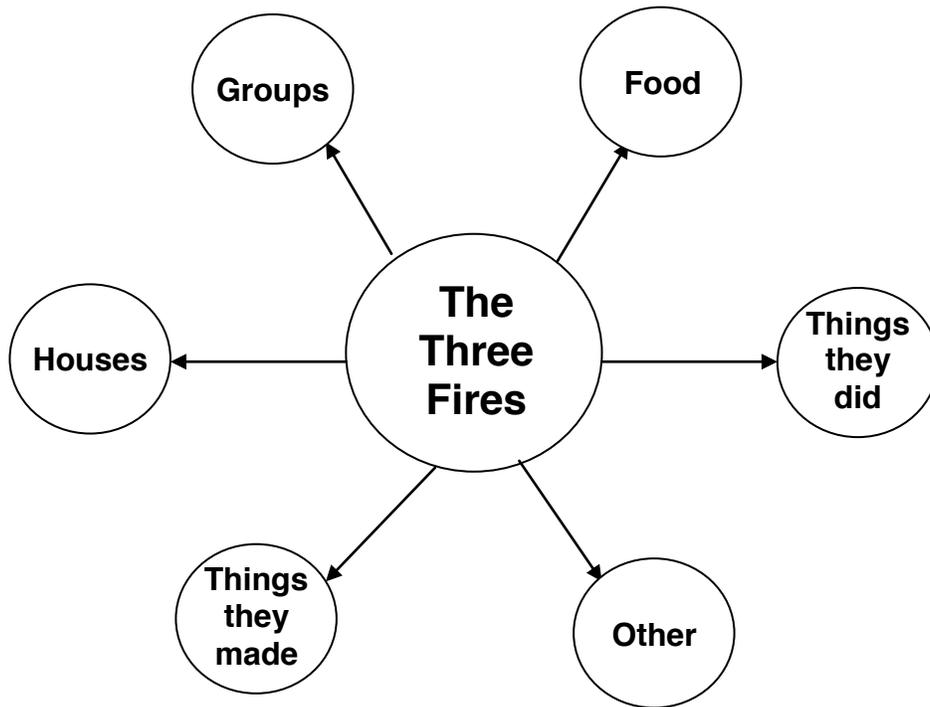
Desert Southwest (yellow)

Great Plains (brown)

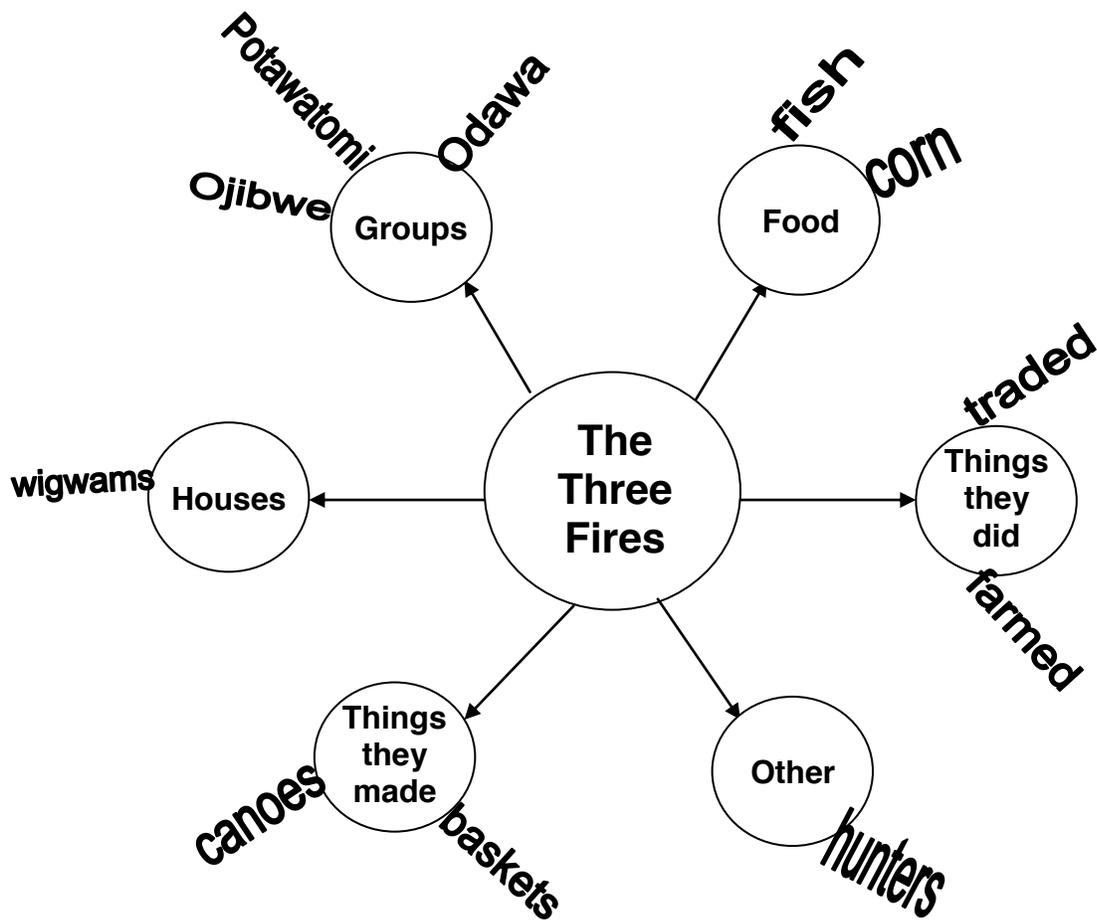
Eastern Woodland Peoples east of the Mississippi River (green)



Sample Web



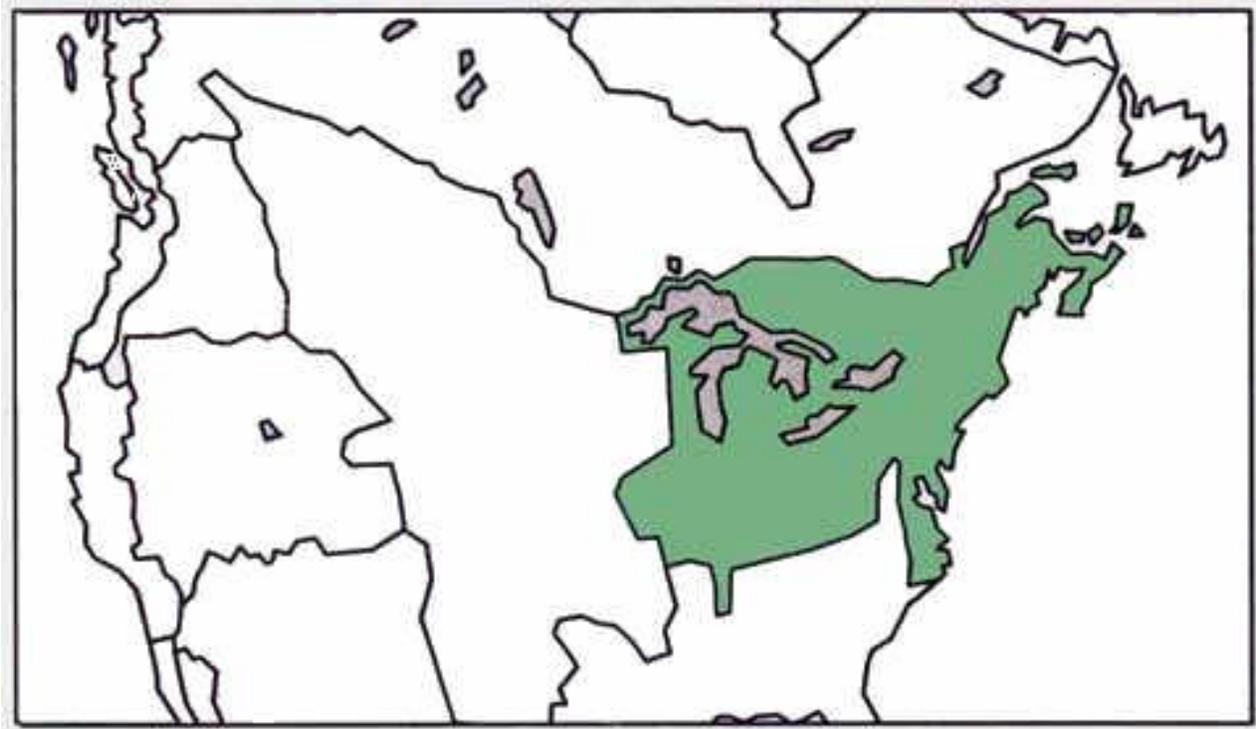
Sample Completed Web



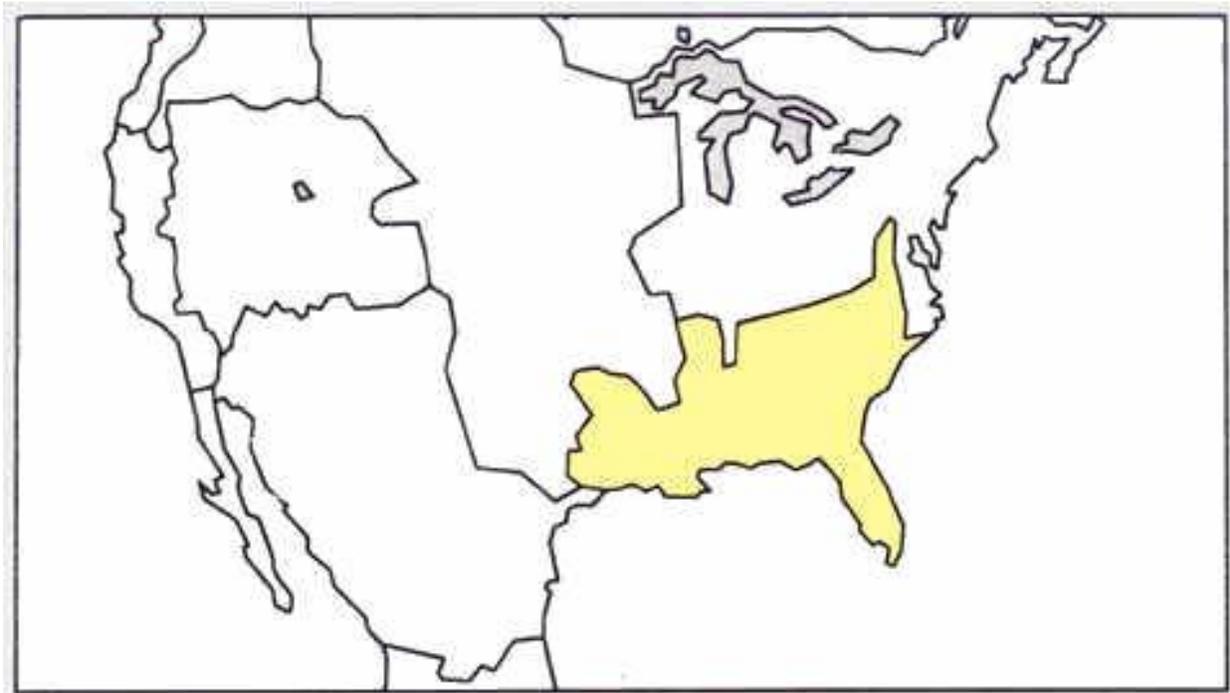
People of the Three Fires

	Ojibwa	Potawatomi	Odawa/Ottawa
Where did they live in Michigan?	<ul style="list-style-type: none"> • Southern shore of Lake Superior • Western shore of Lake Huron 	<ul style="list-style-type: none"> • Southwest Michigan • Later in area near Saginaw 	<ul style="list-style-type: none"> • Eastern shore of Lake Michigan
What were their houses like?	<ul style="list-style-type: none"> • Small round wigwams 	<ul style="list-style-type: none"> • Wigwams • Rectangular lodges 	<ul style="list-style-type: none"> • Wigwams • Longhouses for many families
What did they eat?	<ul style="list-style-type: none"> • Crops like corn and squash • Maple syrup • Wild rice • Nuts and berries 	<ul style="list-style-type: none"> • Squash, melons, corn, beans • Maple syrup and sugar 	<ul style="list-style-type: none"> • Maple syrup • Fish • Farming crops
What was special about them?	<ul style="list-style-type: none"> • Excellent hunters, fishers, and trappers • Made excellent birch bark canoes 	<ul style="list-style-type: none"> • Great farmers • Moved to forests in winter 	<ul style="list-style-type: none"> • They were great traders • Had a great leader named Chief Pontiac • Built log walls around villages
What did they make?	<ul style="list-style-type: none"> • Deerskin moccasins and bags with quills • Birch bark baskets and boxes • Beadwork 	<ul style="list-style-type: none"> • Quill embroidery • Baskets • Beadwork 	<ul style="list-style-type: none"> • Woven mats • Bags • Baskets

EASTERN WOODLANDS REGIONS



Source: < <http://keep2.sjfc.edu/class/bnapoli/msti431/klj4142/msti431/regions.htm> >.



Source: < <http://keep2.sjfc.edu/class/bnapoli/msti431/klj4142/msti431/regions.htm> >.

NORTHEAST WOODLAND NATIVE AMERICANS

Examples of People of the Region: Abenaki, Delaware, Fox, Huron, Iroquois, Miami, Oneida, Seneca, Odawa

Location: *Where was it?*

- ***East to west:*** from the Atlantic Ocean to the Mississippi River
- ***North to South:*** from the Great Lakes to the Ohio Valley
- ***Present day states of:*** Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Ohio, Indiana, Illinois and Michigan; plus most of Maryland, West Virginia, Kentucky and Wisconsin; and smaller parts of Virginia, North Carolina, Missouri, Iowa, and Minnesota.

Place: *What was it like there?*

- Most of the land was woodland.
- Lots of variety: sea coasts, hills, mountains, lakes, and river valleys.
- The climate had four seasons. Many places had a fairly short growing season and cold winters.
- Special features: the Great Lakes, many large rivers

Human/Environment Interaction: *How did people use the land? How did people adapt to the land?*

- Trees for houses, boats, tools, clothing, fuel, and bedding
- Forests for food and hides for clothing
- Rivers and lakes for food and transportation
- Soil for farming

Cultural Information

- Most densely populated Native American region
- The people of this region spoke dialects of two language families: Algonquian and Iroquoian.
- Houses included wigwams and longhouses
- Mostly permanent villages

SOUTHEAST WOODLAND NATIVE AMERICANS

Examples of People of the Region: Cherokee, Chickasaw, Choctaw, Lumbee, Natchez, Seminole, Timucua

Location: *Where was it?*

- ***East to west:*** from the Atlantic Ocean to the Mississippi River
- ***North to South:*** Ohio Valley to the Gulf of Mexico
- ***Present day states of:*** Florida, Georgia, Alabama, Louisiana and South Carolina; most of Mississippi, Tennessee, North Carolina and Virginia; and parts of Texas, Oklahoma, Arkansas, Illinois, Kentucky, West Virginia, and Maryland.

Place: *What was it like there?*

- Most of the land was woodland especially yellow pine
- Lots of variety: coastal plains with saltwater marshes, grasses and cypress trees, river valleys, mountains
- Much of the area had a fairly mild climate and long growing season.
- Special feature: the Everglades

Human/Environment Interaction: *How did people use the land? How did people adapt to the land?*

- River valleys for building villages
- Forests for hunting, gathering foods and materials for building
- Rivers and lakes for food and transportation
- Soil for farming

Cultural Information

- Many different language families
- Main type of architecture was wattle and daub: branches and vines over a pole framework covered with mud plaster
- Skilled farmers and mostly permanent villages

Forming a Confederation

We agree to...

1. _____

2. _____

3. _____

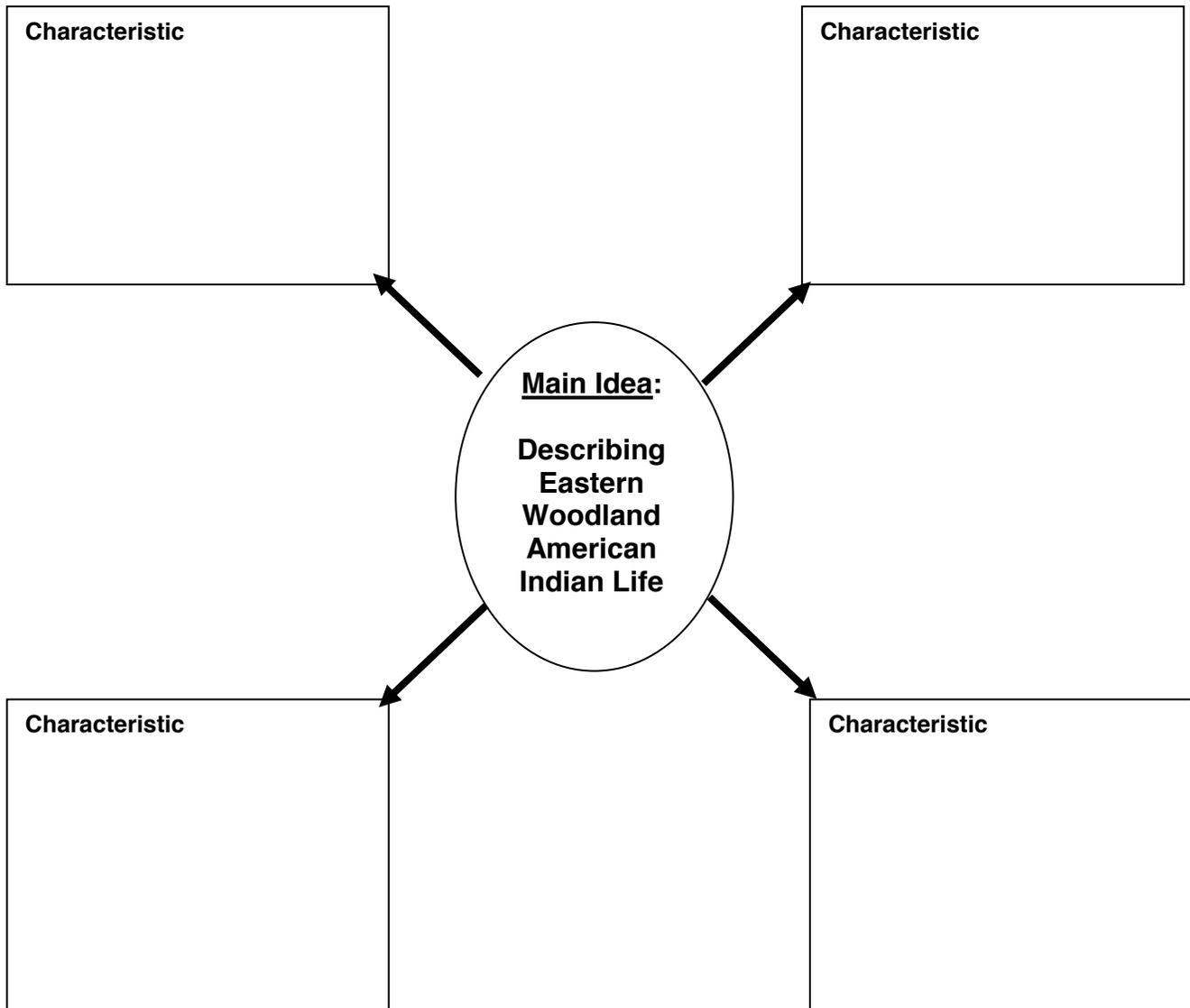
Eastern Woodland Native Americans--Assessment – Part 1

Directions: Choose the **best** answer.

1. What best describes the Eastern Woodlands region?
 - A. a region with a good climate but few resources
 - B. a region with many different climates and natural features
 - C. a region with mainly flat land and forests
 - D. a region where it was difficult to survive
2. Which of the following is an example of how Eastern Woodland Native Americans adapted to their environment?
 - A. They found many different ways to use trees.
 - B. They were members of both a family and a clan.
 - C. They sometimes removed trees from an area so they could farm.
 - D. They sometimes had conflicts over hunting areas.
3. What was the main reason people in this region traded?
 - A. They wanted to own as many goods as they could.
 - B. They wanted to use rivers and lakes as trade routes.
 - C. They wanted to get goods that could not be found or made from the resources they had.
 - D. They had few resources of their own.
4. What best describes the five nations of the Haudenosaunee, or Iroquois, League before they formed a confederation?
 - A. The five nations lived in peace and got along well.
 - B. The five nations were often in conflict with one another.
 - C. The five nations did not interact with each other.
 - D. The five nations were mainly trading partners.
5. How was land viewed by most Eastern Woodlands American Indians?
 - A. Land was something to be owned and cared for by only chiefs and other leaders.
 - B. Land was only important because it could be used for hunting.
 - C. Land should be divided up among families and fenced off.
 - D. Land was something you could use but not really own.

Eastern Woodland Native Americans--Assessment – Part 2

Directions: Write a paragraph describing Eastern Woodland American Indian Life. Make sure to include at least two of the following: government, family structure, trade, land use. Use the graphic organizer below to help you plan your paragraph.



Lesson 6: Reasons for Exploration

Big Ideas of the Lesson

Over one thousand years ago the Vikings explored the Atlantic Ocean and began at least one settlement in North America.

Nearly 500 years after the Viking explorations, other Europeans began to explore by sea, hoping to find trade routes to Asia.

Technological improvements such as the astrolabe and better maps helped make sea exploration possible.

Political changes such as the growth of countries like England, Spain and France also influenced European sea exploration.

Lesson Abstract:

In this lesson students explore the political and technological developments that made European sea exploration possible. A brief overview of the early explorations of the Vikings provides a foundation for the lesson. Students then examine the European desire for trade goods such as spices. Through a simple simulation they explore the problems of overland trade with Asia and why finding sea routes to Asia became preferable. Finally, they learn how technological improvements such as the astrolabe and political changes such as the growth of nation-states, or countries, made sea exploration possible.

Content Expectations:

5 – *U1.2.1*: Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.

Common Core State Standards:

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10: By the end of the year, read and comprehend informational texts,

including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Key Concepts

cause and effect
cultural diffusion
culture
exploration

Instructional Resources

Equipment/Manipulative

Chart paper
Map of North America
Overhead projector or document camera/projector
Small amount of peppercorns (one per student) and a peppercorn container
World Map

Student Resources

Age of Exploration: Build an Astrolabe. The Mariners' Museum. 1 August 2011
< HYPERLINK "http://www.marinersmuseum.org/education/activity-two-teachers-create-astrolabe" <http://www.marinersmuseum.org/education/activity-two-teachers-create-astrolabe>>.

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pp. 45-51.

Teacher Resources

Age of Exploration Interactive Website. Mariner's Museum website. 1 August 2011 <HYPERLINK "http://www.marinersmuseum.org/education/age-exploration" <http://www.marinersmuseum.org/education/age-exploration>>.

Artifacts from L'Anse aux Meadows, Newfoundland . 1 August 2011
<HYPERLINK "http://www.pitt.edu/~dash/vinland.html" <http://www.pitt.edu/~dash/vinland.html>>.

Astrolabe. 1 August 2010 <HYPERLINK "http://commons.wikimedia.org/wiki/File:Astrolabe_(PSF).png" [http://commons.wikimedia.org/wiki/File:Astrolabe_\(PSF\).png](http://commons.wikimedia.org/wiki/File:Astrolabe_(PSF).png)>.

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 6)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Gies, Joseph and Frances, *Life in a Medieval City*. New York: Harper & Row, 1969.

L'Anse aux Meadows site. 1 August 2011 <HYPERLINK "http://rst.gsfc.nasa.gov/Sect6/Sect6_10.html"http://rst.gsfc.nasa.gov/Sect6/Sect6_10.html>.

Turtle Island, Fiji. 1 August 2011 < HYPERLINK "<http://www.hotelsoftherichandfamous.com/travel/Asia/Fiji/Turtle-Island/Hotels/Turtle-Island>" <http://www.hotelsoftherichandfamous.com/travel/Asia/Fiji/Turtle-Island/Hotels/Turtle-Island>>.

Vikings Came Before Columbus. Viking Voyages Map. 1 August 2011 < HYPERLINK "<http://www.webexhibits.org/vinland/archeological.html>" <http://www.webexhibits.org/vinland/archeological.html>>.

Lesson Sequence

Review the title of this unit: *Three Worlds Meet*. Ask students which two 'worlds' they have explored in the previous lessons. Then, briefly review the big ideas from the lessons on American Indians and the empires of West Africa. Explain that the focus of this lesson is Europe.

Display the timeline on the top section of "The Middle Ages in Europe" located in the *Supplemental Materials (Unit 2, Lesson 6)*, but keep the bottom section covered. Compare this timeline to both the wall timeline you created in Lesson 3 and the timeline of West African history used in the previous lesson. Explain that the three terms 'ancient', 'middle ages' and 'modern times' are used to describe the main eras in European history. Point out the dates of these eras on the timeline.

Write the term 'middle ages' on the board or overhead, and students to identify things associated with this time period. If students struggle, expose the picture of the 'knight' beneath the timeline and then ask them to think of other things associated with knights. Connect back to the previous lesson by comparing knights to the warriors of the West African empires.

Explain that in this lesson students will study how and why Europeans began to explore the world beyond their borders.

Review the terms 'archaeology' and 'artifact' from Lesson 5 and then display the two photos of the "Archaeological Site" located in the *Supplemental Materials (Unit 2, Lesson 6)*. Ask students to describe what they see in the two photographs. Discuss student responses. Explain that the top photograph shows depressions in the earth that archaeologists predicted were the sites of former buildings. The bottom photograph shows reconstructed buildings based on what archaeologists think these buildings looked like.

Locate the Canadian province of Newfoundland on a map of North America. Explain to the class that this archaeological site was found at the northern tip of Newfoundland. Place students in small groups and give each group a copy of the “Analyzing Artifacts” chart located in the *Supplemental Materials (Unit 2, Lesson 6)*. Explain that these four artifacts were found at the Newfoundland site. Groups should work together to make a guess about each object and record their guesses on the chart.

Have students share their guesses in the large group. Ask students why it was challenging to try to identify the artifacts with only a small photograph of each. Guide students in understanding that not knowing the size of each artifact and the materials of which they are made makes it hard to identify how they were used. Share the following information and have students write it on their charts:

Artifact 1: made of copper and only about 1 ½ inches long

Artifact 2: made of stone and about 8 inches across

Artifact 3: made of bone and about 2 inches long

Artifact 4: made of wood and about 6 inches long

Using this new information, have groups make a second guess about each artifact. Have them share their guesses in the large group. Share the following information regarding archaeologists’ interpretations of the four artifacts:

Artifact 1: A copper alloy ring headed pin. Pins such as these were used to close the outer garments of men and women

Artifact 2: A simple stone lamp. The carved indentation would hold animal fat and a wick

Artifact 3: bone needle

Artifact 4: Carved wooden pieces. Archaeologists are unclear about their use but think there were likely ship fittings.

Explain that historical evidence shows that these artifacts were not made by Native Americans and it was not a Native American site, but rather a site built around 1000 years ago by people from Scandinavia, which consists of the present day countries of Norway, Denmark and Sweden. Point out these countries on a world map. Ask students the following question: What conclusion may be drawn from this historical evidence? Discuss student responses and guide students to the idea that this site proves that explorers came from Scandinavia to North America 500 years before Columbus visited the Americas and they settled for a time in the area.

Using Word Cards #33 and #34 explain that these explorers from Scandinavia were known as Vikings. Display the “Viking Voyages” map located in the *Supplemental Materials (Unit 2, Lesson 6)* and share the following information about the Vikings:

Viking culture began in Scandinavia in the countries now called Norway,

Denmark, and Sweden in the middle of the 700s or about 1300 years ago. The term "Viking" was used by the Norsemen to refer to those who went "viking" -- or exploring, adventuring, or raiding. They were also skilled craftspeople, good traders, and excellent sailors. For about 400 years, they built a reputation for being raiders and explorers and then settlers of new places.

Place students in pairs and give each pair a copy of the "Data Chart" and "Analyzing Data" question sheet located in the *Supplemental Materials (Unit 2, Lesson 6)*. Explain that students should go over the data shown on the chart and then answer the questions. Give students time to complete the activity and then go over the questions and their answers. Note that a sheet showing sample answers has also been included in the *Supplemental Materials (Unit 2, Lesson 6)*.

Guide students in summarizing the data shown on the chart used in Step 11. Make sure they understand that beginning around 1500 the countries of Spain, England and France sent explorers across the Atlantic to North and South America. Discuss this idea further using the following questions:

Why do you think these explorers waited so long after the Viking voyages to cross the Atlantic Ocean again?

What do you think these explorers were looking for?

Explain that there were several reasons for European sea exploration. Use Word Card #35 to explain that some of these reasons were political. Explain that prior to 1500 most of Europe was made up of small areas led by nobles. These small areas then began to join together to form nations, or countries, that were led by kings and queens. Remind students that a similar process had happened in West Africa. Spain, England, and France were better organized and able to pay for sea voyages.

Give each student one single peppercorn and see if they can identify what it is. Display a peppercorn container and share the cost of it with students. Display the "Quotation" located in the *Supplemental Materials (Unit 2, Lesson 6)*. Have students read the quotation and discuss it using the following questions:

Why do you think pepper was so expensive during the Middle Ages?

Where do you think pepper came from?

What might pepper have to do with sea explorations of the Europeans?

Guide students in understanding that pepper was very important to Europeans because it was used to season and preserve meats. It was also believed to have medicinal value. Explain that Europeans greatly desired pepper and other spices that came from places in Asia such as China.

Explain that an overland trade system had developed which connected Europe with Asia. Explain that students can better understand this system through a simple simulation. Choose 6 students to participate in the simulation. Use the “Overland Trade Simulation” sheet to set up and conduct the simulation as other students observe what is happening. Note that a sheet of “Gold Pieces” has also been included in the *Supplemental Materials (Unit 2, Lesson 6)* for use in the simulation. Use Word Cards #36 and #37 to explain the terms ‘merchant’ and ‘profit.’

Conduct the simulation and then discuss it using the following questions:

Why do you think pepper and other spices were so expensive?

Why do you think so many different traders involved in overland trade?

What might have been another way Europeans could get goods like spices?

Explain that as the simulation shows, overland trade took a lot of time and was often dangerous. It also led to goods being very expensive. This caused some European countries like Spain, France, and England to try and sail to Asia to buy or trade for goods directly. Using Word Card #38, explain that technological improvements like better ships and maps helped make this exploration possible.

Display the “Aerial View for Mapping Activity” photograph and have students create a quick sketch map of the area shown in the photo. Select a student map that is particularly accurate and display it. Pose the following question: would this map look like this if the student had been standing on one of the islands when he/she drew it? Why or why not? Discuss how the inability to view the Earth from above caused early maps to be very inaccurate. Explain that as more and more people explored different areas maps began to improve.

Using Word Card #39, explain that other improvements had to do with ‘navigation’ or the ability to determine a ship’s location and direction. Display the illustrations of the “Astrolabe” located in the *Supplemental Materials (Unit 2, Lesson 6)* and explain that this tool helped a sailor determine how far north or south of the equator a ship was. Note that students can find directions for building an astrolabe at the following website: HYPERLINK "http://www.marinersmuseum.org/education/activity-two-teachers-create-astrolabe" <http://www.marinersmuseum.org/education/activity-two-teachers-create-astrolabe>

Using the Big Ideas of the lesson, guide students in pulling together all the information covered in this lesson. Explain that this lesson deals with the causes of European sea exploration. The next lessons will deal with the effects.

Note that pages 45-51 in the student textbook listed in the Student Resources or a similar text selection dealing with reasons for exploration in another text can be used to supplement this lesson.

Assessment

An assessment for Reasons for Exploration in which students write sentences describing European sea exploration using specific terms from the lesson, has been included in the *Supplemental Materials (Unit 2, Lesson 6)*. The assessment also includes completion of a graphic organizer describing causes for European sea exploration.

5th Grade Integrated Early American History

SS050206

Unit 2: Three Worlds Meet

Lesson 6

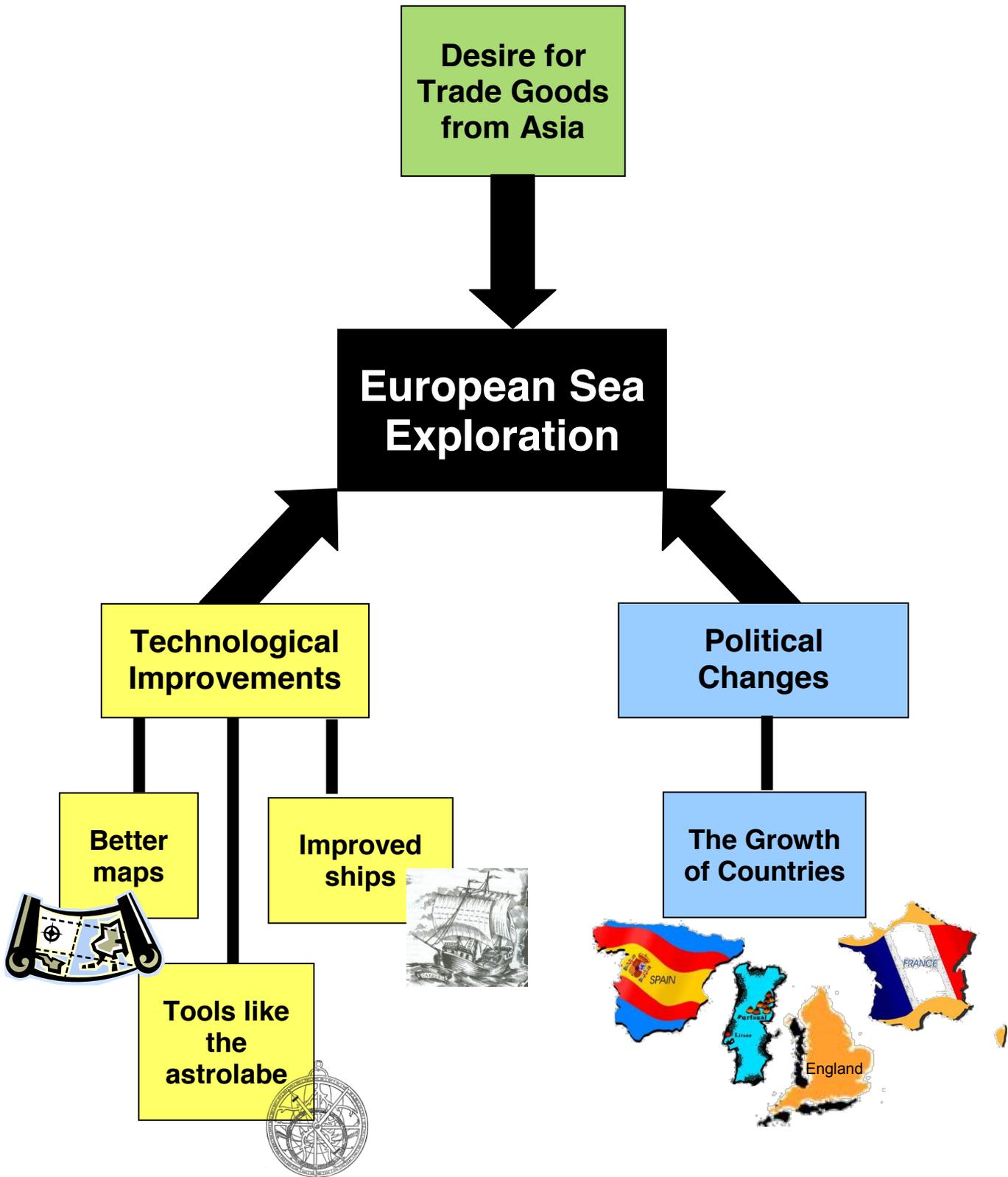
Michigan Citizenship Collaborative Curriculum

Page PAGE 6 of NUMPAGES 6

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

August 15, 2011

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 6, Unit 2

1. Over one thousand years ago, the Vikings explored the Atlantic Ocean and began at least one settlement in North America.
2. Nearly 500 years after the Viking explorations, other Europeans began to explore by sea, hoping to find trade routes to Asia.
3. Technological improvements such as the astrolabe and better maps helped make sea exploration possible.
4. Political changes such as the growth of countries like England, Spain, and France also influenced European sea exploration.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Timeline - Word Card #6 from Lesson 1
- Cause – Word Card #9 from Lesson 1
- Effect – Word Card #10 from Lesson 1
- Empire – Word Card #23 from Lesson 5
- Muslim – Word Card #28 from Lesson 5
- Archaeology – Word Card #29 from Lesson 5
- Artifact – Word Card #30 from Lesson 5

33 Vikings



a group of explorers from Norway, Denmark, and Sweden that sailed to North America over 1000 years ago

Example: The Vikings started a small settlement in what is now Canada.

(SS050206)

34 exploration



to travel in order to discover something

Example: People from Europe began exploration of the Americas.

(SS050206)

35 political



having to do with government

Example: Political changes like the rise of separate countries was one reason European sea exploration increased.

(SS050206)

36 merchant



a person who makes a living by buying and selling goods

Example: For a long time, Italian merchants controlled much of the trade in Europe.

(SS050206)

37
profit



the money that is left after you subtract the costs of running a business

Example: All the traders and merchants involved in the spice trade wanted to make a profit.

(SS050206)

38
technology

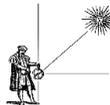


the use of knowledge, skills, and tools

Example: Technological improvements such as better maps helped make sea exploration possible

(SS050206)

39
navigation



the science of determining a ship's location and direction

Example: One reason European sea exploration increased, was improved methods of navigation.

(SS050206)

40
astrolabe

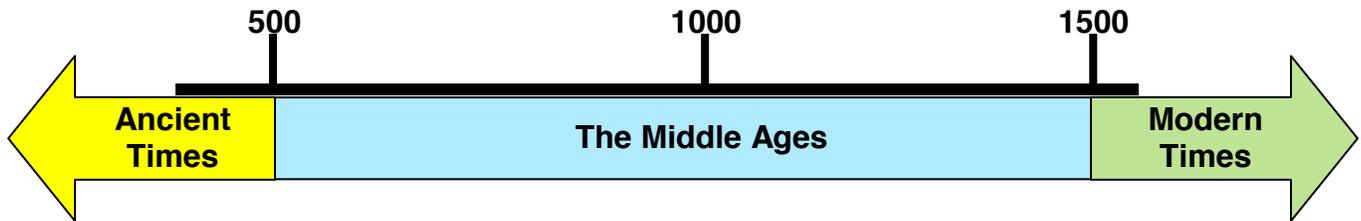


an early scientific tool used to determine how far north or south of the equator a ship was

Example: The astrolabe improved navigation for sailors.

(SS050206)

The Middle Ages in Europe



Things Commonly Identified with the Middle Ages



Castles



Knights



Conflict

Archaeological Site

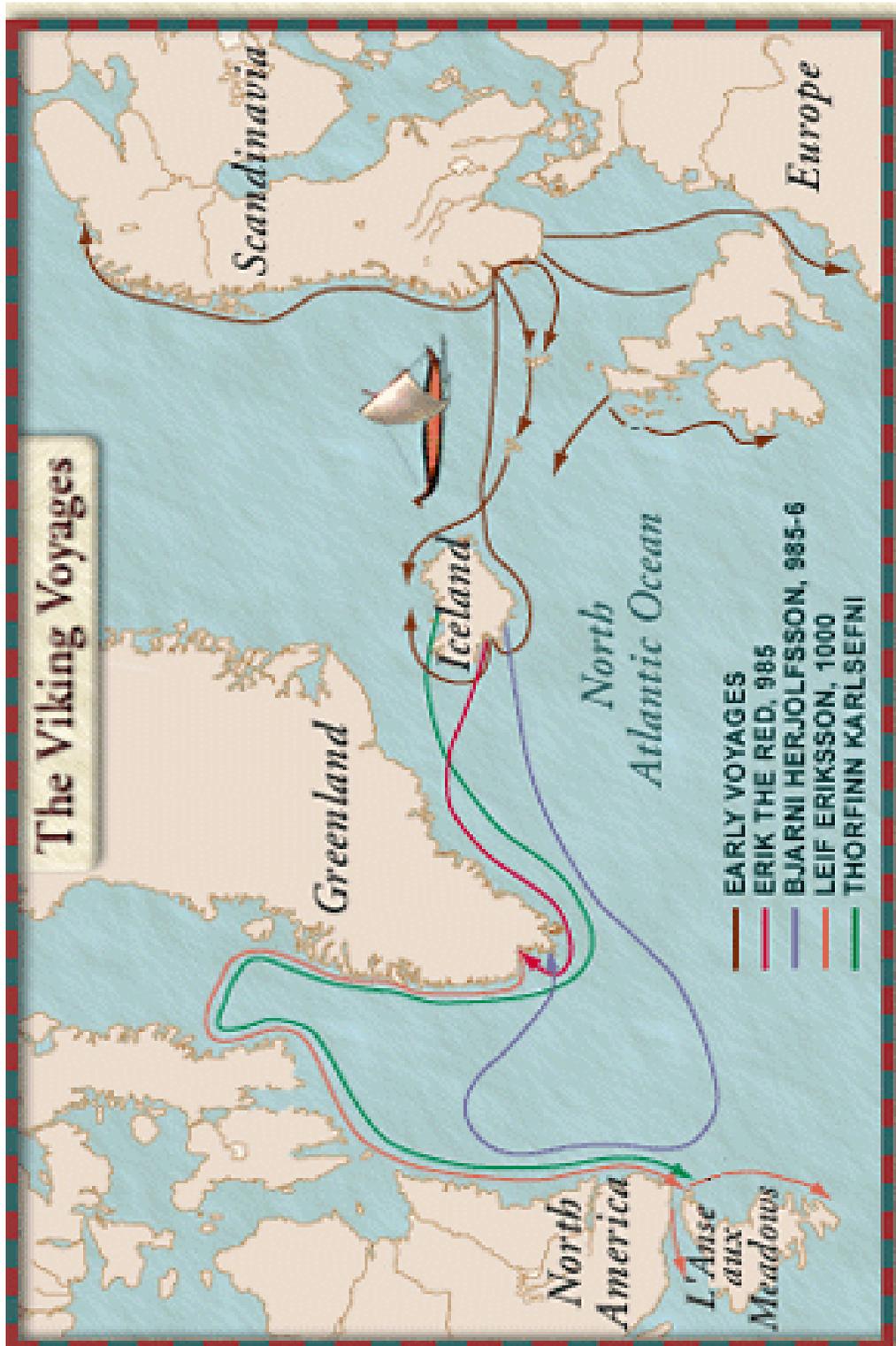


Source: http://rst.gsfc.nasa.gov/Sect6/Sect6_10.html

Analyzing Artifacts

	First Guess	Size and Material	Second Guess
		Size:	
		Material:	
		Size:	
		Material:	
		Size:	
		Material:	
		Size:	
		Material:	

Source: <http://www.pitt.edu/~dash/vinland.html>



Source: <http://www.webexhibits.org/vinland/archeological.html>

Data Chart

Dates	Explorer	Nationality	Explored for...	Area of Exploration
1492-1504	Christopher Columbus	Italian	Spain	Caribbean Islands
1497-1498	Giovanni Caboto (John Cabot)	Italian	England	Explored the shores of Newfoundland, Nova Scotia, and Labrador
1499-1501	Amerigo Vespucci	Italian	Spain	Sailed to West Indies and South America
1513	Vasco de Balboa	Spanish	Spain	Led expedition across Panama and found the Pacific Ocean
1513	Juan Ponce de Leon	Spanish	Spain	Puerto Rico and Florida
1519-1522	Ferdinand Magellan	Portuguese	Spain	Brazil, eastern South America
1519-1536	Hernando Cortez	Spanish	Spain	Mexico, California
1524	Giovanni da Verrazano	Italian	France	Northeast North America
1531-1535	Francisco Pizarro	Spanish	Spain	Western South America
1534-1541	Jacques Cartier	French	France	Eastern Canada
1539-1542	Hernando De Soto	Spanish	Spain	Southeastern North America
1540-1542	Francisco Vazquez de Coronado	Spanish	Spain	Southwestern North America
1577-1580	Sir Frances Drake	English	England	Coast of South America, coast of California
1603-1616	Samuel de Champlain	French	France	Eastern coast of North America and the St. Lawrence River to Lake Huron

Analyzing Data

1. According to the data, what was happening beginning in the late 1490s?
2. What countries were involved?
3. What other areas of the world were involved?
4. Why do you think this was happening?
5. What is one question you have about the data?

Analyzing Data – *Sample Answers*

1. According to the data, what was happening beginning in the late 1490s?

People from countries in Europe were exploring new places.

2. What countries were involved?

England, France, Spain

NOTE: students may list Italy because of the Italian explorers – Make sure to explain that Italian explorers sailed for other countries but Italy was not directly involved in exploration.

3. What other areas of the world were involved?

North and South America

4. Why do you think this was happening?

Answers will vary

5. What is one question you have about the data?

Answers will vary.

Quotation

“Pepper merchants sell their product individually, by the peppercorn; because of its expense, a housewife was able to buy just one peppercorn if she wished. The popularity and costliness of pepper resulted in its being guarded like diamonds.



Source: Joseph and Frances Gies, *Life in a Medieval City*. New York: Harper & Row, 1969. p. 281.

Overland Trade Simulation

Directions:

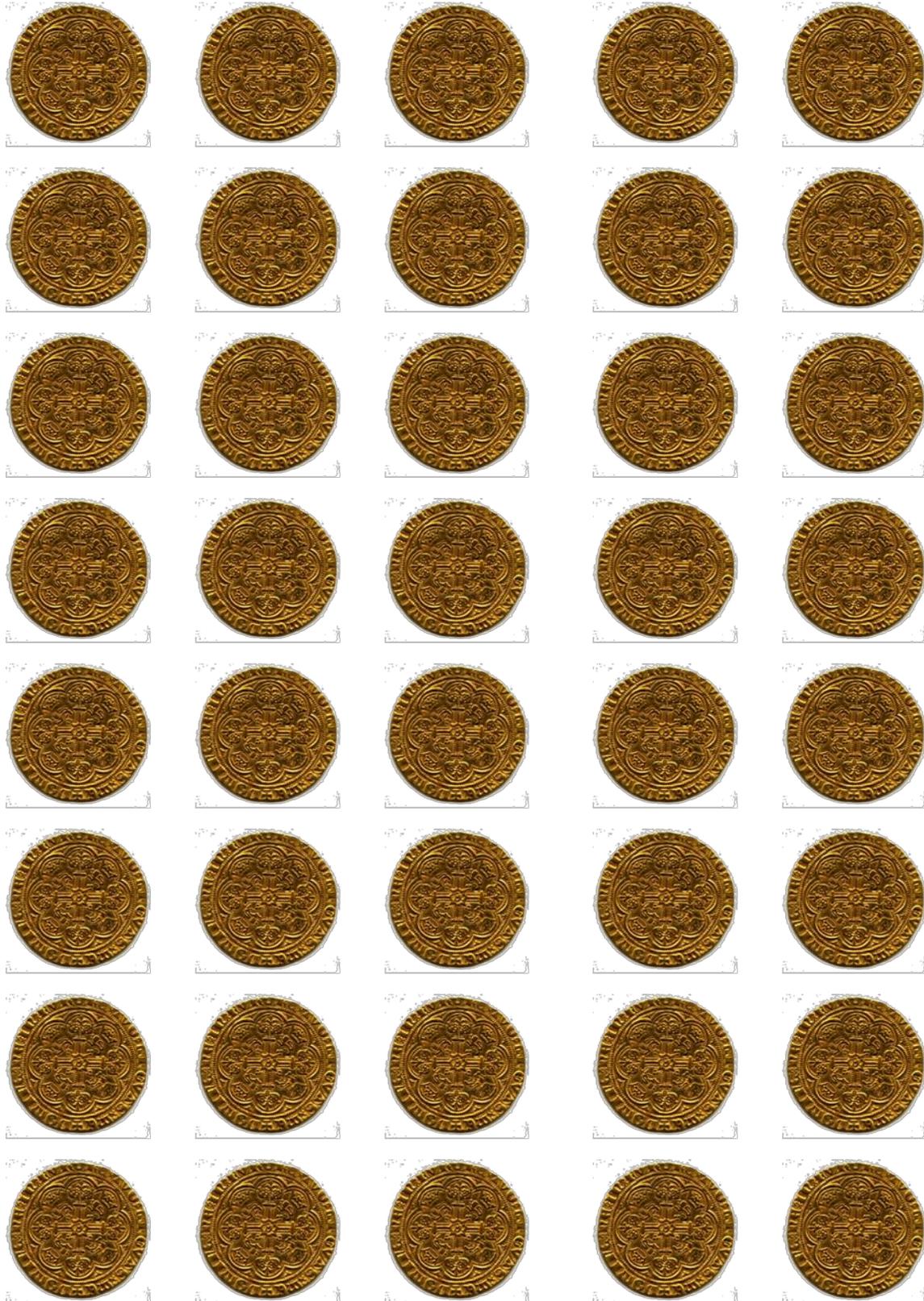
1. Choose 6 students and assign one to each of the roles shown in the chart below. Note that you may wish students to create a simple sign to wear around their neck to show what role they are playing. These can be made using cardstock and string.
2. Give the spices to the Chinese merchant and the appropriate number of gold pieces to each of the other roles.
3. Have the 6 students form a line in the front of the room according to this diagram:



4. Using the chart below guide the 6 students in carrying out the actions described on the chart.

Person	Prop Needed	Action
Chinese Merchant	Spices	Sells spices to Trader 1 for 5 gold pieces
Trader 1	5 gold pieces	Sells spices to Trader 2 for 6 gold pieces
Trader 2	6 gold pieces	Sells spices to Trader 3 for 7 gold pieces
Trader 3	7 gold pieces	Sells spices to Italian Trader for 8 gold pieces
Italian trader	8 gold pieces	Sells spices to English merchant for 10 gold pieces
English merchant	10 gold pieces	Sells spices to people in England for a very high price

Gold Pieces for Simulation

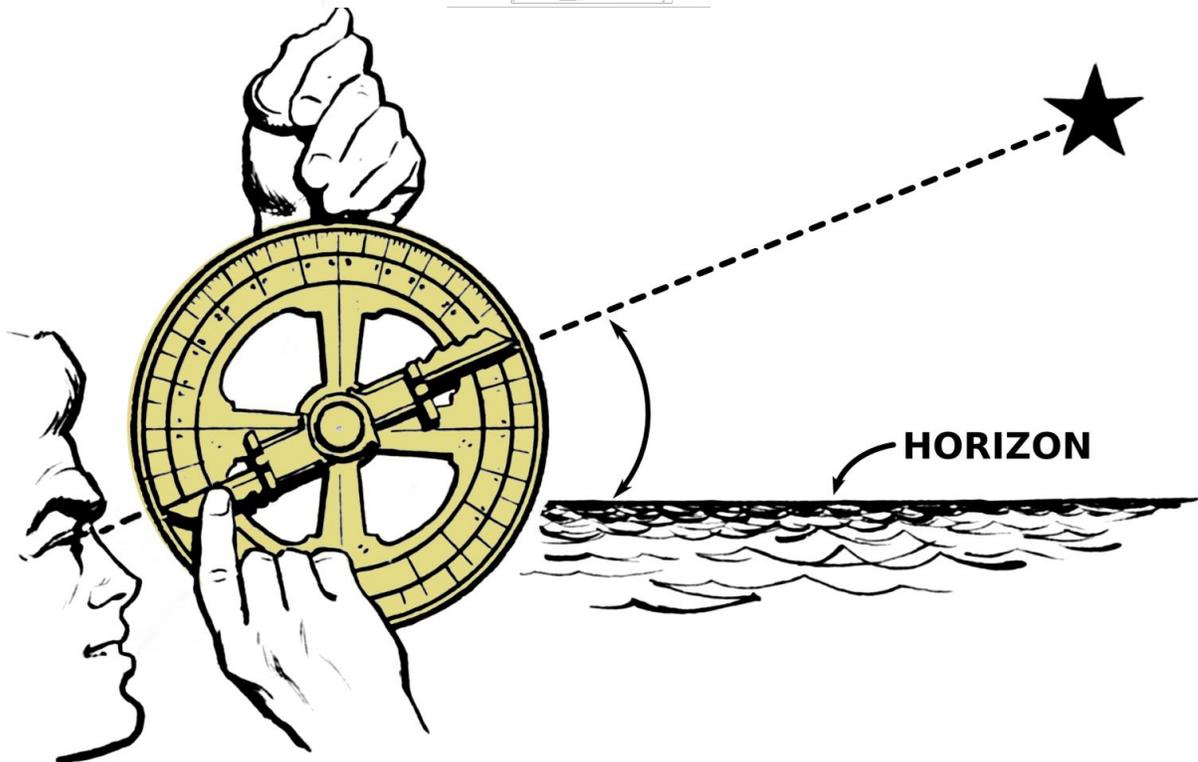


Aerial View for Mapping Activity



Source: Turtle Island, Fiji. <http://www.hotelsoftherichandfamous.com/travel/Asia/Fiji/Turtle-Island/Hotels/Turtle-Island>

The Astrolabe



Source: <[http://commons.wikimedia.org/wiki/File:Astrolabe_\(PSF\).png](http://commons.wikimedia.org/wiki/File:Astrolabe_(PSF).png)>

Reasons for Exploration--Assessment – Part 1

Write five sentences about European Sea Exploration and use at least five of the words below:

Vikings	profit	merchant	technology
navigation	astrolabe	political	spices
voyage	country	maps	Europe

1. _____

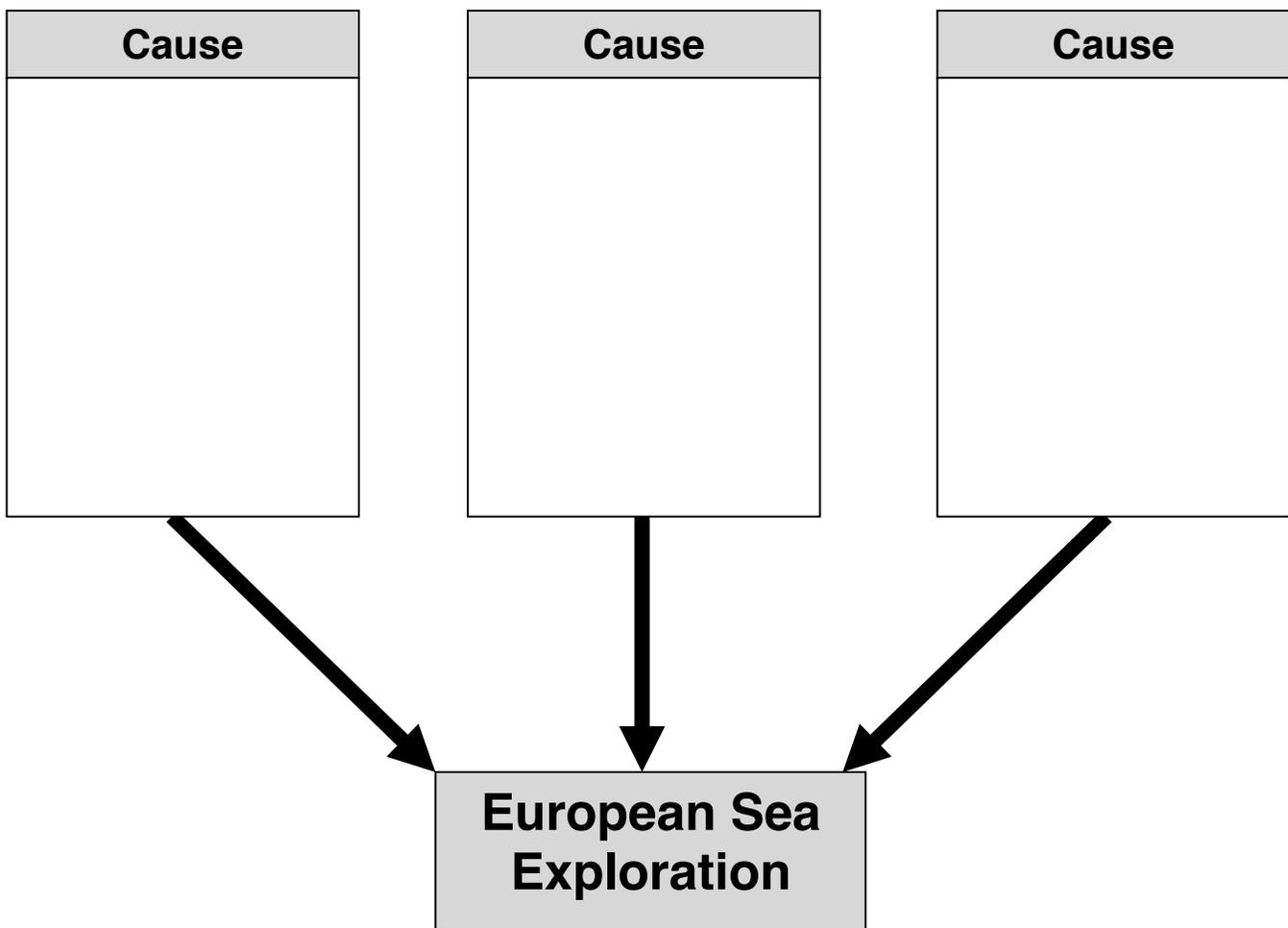
2. _____

3. _____

4. _____

Reasons for Exploration--Assessment – Part 2

Directions: Identify three causes for European sea exploration on the graphic organizer below



Reasons for Exploration--Assessment – Answer Key

Possible sentences:

Countries in Europe wanted spices and other goods from Asia.
Improvements in technology made European sea exploration possible.
The astrolabe made it easier for an explorer to figure out where he was.
Political changes like the growth of countries led to European sea exploration.
Merchants sold spices at high prices in order to make a profit.
Viking explorers sailed across the Atlantic five hundred years before other Europeans.

Possible CAUSES for the Graphic Organizer

The desire for Trade Goods from Asia
Improvements in Technology
Better maps
Improved Ships
Tools like the Astrolabe
Political changes
The Growth of Countries
Problems with land routes to Asia

Lesson 7: A Case Study of Columbus

Big Ideas of the Lesson

Christopher Columbus believed he could sail west across the Atlantic Ocean to get to Asia.

He hoped to find a new trade route as well as riches such as gold.

The King and Queen of Spain sponsored Columbus' voyages and gave him ships, money, and sailors.

Columbus failed to reach Asia and ended up exploring islands and coastal areas of Central and South America.

As a result of his voyages many more explorers crossed the Atlantic and claimed land in the Americas. This led to great problems for American Indians who had lived in the Americas for thousands of years.

Lesson Abstract:

In this lesson, students work in small groups to gather information about the goals, obstacles, motivations, and consequences of the explorations of Columbus. They compare and contrast their findings looking for inconsistencies and differences among resources. Using the book *Encounter* by Jane Yolen, they next examine Columbus' first voyage from an American Indian perspective. Finally, they look briefly at the expansion and consequences of European exploration after Columbus.

Content Expectations

5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

Common Core State Standards

RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6: Analyze multiple accounts of the same event or topic, noting

important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

cause and effect
Columbian Exchange
cultural diffusion
exploration
perspective
Three Worlds

Instructional Resources

Equipment/Manipulative

Chart paper
Globe
Overhead projector or document camera/projector
Six different colored markers

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pages 52-55, 58-59.

Christopher Columbus: Projects by Students for Students. 1 August 2011
<HYPERLINK "http://library.thinkquest.org/J002678F/columbus.htm"<http://library.thinkquest.org/J002678F/columbus.htm>>.

Christopher Columbus: An online biography. 1 August 2011 <HYPERLINK "http://

www.bbc.co.uk/schools/famouspeople/standard/columbus/"<http://www.bbc.co.uk/schools/famouspeople/standard/columbus/>".

Christopher Columbus Websites. 1 August 2011 < HYPERLINK "http://www.surfnetkids.com/christopher_columbus.htm" http://www.surfnetkids.com/christopher_columbus.htm>.

deRubertis, Barbara. *Columbus Day (Holidays and Heroes Series)*. NY: Kane Press, 1992.

Fritz, Jean. *Where do You Think You're Going, Christopher Columbus?* NY: Paperstar Books, 1997.

Liestman, Vickie. *Columbus Day*. NY: Carolrhoda books, 1992.

Resources for Learning about Christopher Columbus. Social Studies for Kids website. 1 August 2011 <HYPERLINK "http://www.socialstudiesforkids.com/subjects/columbus.htm" <http://www.socialstudiesforkids.com/subjects/columbus.htm>>.

Roop, Peter and Connie. *I, Columbus: My Journal 1492-93*. New York: Morrow/Avon, 1991.

Yolen, Jane. *Encounter*. NY: Voyager Books, 1996.

Teacher Resource

1492: An Ongoing Voyage. Library of Congress. 1 August 2011 <HYPERLINK "http://www.ibiblio.org/expo/1492.exhibit/Intro.html" <http://www.ibiblio.org/expo/1492.exhibit/Intro.html>>.

Drake, James and Palumbo, Joseph. *Three Worlds Meet: the Columbian Encounter and Its Legacy*. Los Angeles: National Center for History in the Schools, 1992.

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 7)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Map of The World. 1507. 1 August 2011 < HYPERLINK "http://www.loc.gov/today/placesinthenews/archive/2009arch/20090513_waldseemuller.html" http://www.loc.gov/today/placesinthenews/archive/2009arch/20090513_waldseemuller.html>.

Map of The World. 1581. 1 August 2011 < HYPERLINK "http://www.loc.gov/pictures/item/2005692035/" <http://www.loc.gov/pictures/item/2005692035/>>.

Lesson Sequence

Teacher Note: This lesson is designed as a case study of Christopher Columbus. A case study allows you to do an in depth study of a person, event or idea. The intent is to use the explorations of Columbus as a way to understand big ideas about exploration in general.

This lesson begins with an Anticipation Guide. This type of guide is used to activate and assess students' prior knowledge, to establish a purpose for reading, and to motivate students by stimulating their interest. It promotes both active reading and critical thinking. Distribute copies of the "Anticipation Guide" located in the *Supplemental Materials (Unit 2, Lesson 7)*. Explain that students should use prior knowledge as well as their prediction skills to mark each of the statements as either true or false.

Discuss each statement on the Anticipation Guide with the class. Ask how they chose 'true' or 'false' for each statement. Have students represent opposing viewpoints and explain their positions. Collect the sheets to use at the end of the lesson.

Review the reasons for European exploration covered in the previous lesson. Note that these include:

During this time small areas led by nobles had joined together to form nations led by kings and queens. These included England, Portugal, Spain, and France.

There had been many improvements in science and technology including improvements in navigation instruments and ships.

There was an interest in exploration and gaining knowledge of new places.

Europeans wanted the trade goods from Asia such as spices.

Explain that two Portuguese explorers led the way in finding a sea route around Africa. Share the following information about these explorers and if possible show their routes on a map from your textbook.

Bartolomeu Dias sailed along the coast of Africa and around its southern tip in 1487.

Vasco Da Gama sailed all the way to India between 1497 and 1499.

As Portugal used these trade routes, it became wealthier and more powerful.

Explain that as the Portuguese were attempting to sail around Africa, an Italian sailor presented the king and queen of Spain with another plan for a sea route to Asia. Ask students if they know who this man was and what his plan involved. Discuss student responses and guide students to the idea that the man was Christopher Columbus and his plan was to sail west across the Atlantic to Asia. Ask students the following question: If this was Columbus's plan, what does it tell us about his view of the geography of the world.

Discuss student responses and guide students to the idea that Columbus, like everyone else of the time believed there were only three continents: Africa, Asia, and Europe. Therefore, since the world was round he could sail across the Atlantic and reach Asia.

Explain that students will be working in small groups to research Columbus and his explorations. Divide students into groups of 5. Explain that group members will work independently to conduct research using different resources and then work together to synthesize the information. Note that it is advisable to allow two of the 5 people in each group to work as a pair. This allows a poor reader to work with a partner who has stronger reading and research skills.

Provide each group with four different resources on Columbus.

Recommended resources include:

- A text selection on Columbus from your textbook

- A picture book about Columbus, such as one of those listed in the Student Resources

- Information from one of the websites listed in the Student Resources

- An encyclopedia-type article on Columbus

Give each student a copy of the “Gathering Information” chart located in the *Supplemental Materials (Unit 2, Lesson 7)*. Explain that groups should divide up the four resources, giving one resource to the pair in their group and assigning the other three to the remaining group members. Students should read their resource and collect information from it on the chart.

Give group members time to complete their research and charts. Then, give each group another copy of the chart to use in synthesizing the information gathered by each group member into one single chart. Provide suggestions for how to deal with conflicting information they might find. For example, suggest they try to determine the reliability of different resources or find an additional resource on Columbus to check the information against.

Give groups time to synthesize their information. Then, post six pieces of chart paper around the room. Label each with one of the questions from the “Gathering Information” chart. Give each group a different colored marker and assign them to one of the six charts. Have them record answers to the question on the chart using the group chart they created in Step 10. Then, give them a signal to move on to the next chart. Continue this ‘carousel’ process until groups have visited and written on each of the charts.

Have students return to their seats. Go over the information they have recorded on each chart. Discuss inconsistencies and differences and when necessary ask students to verify the information using the resource they were assigned. Note that a chart showing important information students are likely

to gather has been included in the *Supplemental Materials (Unit 2, Lesson 7)*. If students have failed to discover any of the critical information shown on this chart, you may wish to add it to the chart yourself and explain it. Note also that it is important to discuss how Columbus is portrayed in the four sources students used for their research. For example, a source may portray Columbus as a great hero and leave out the fact that he forced American Indians onto his ship and took them back to Spain during his first voyage.

Ask students if they think American Indians such as the Taino who Columbus encountered on the islands may have had a different point of view of the voyages of Columbus. Discuss their ideas. Ask students to imagine they are a young Taino child aged 10 on the island of San Salvador. Ask them to describe in their journal the 'landing' of Columbus and his crew from this child's viewpoint.

Give students time to write and then have them share their writing in the large group.

Using Word Card #41, explain the term 'encounter' and display the book *Encounter* by Jane Yolen. Discuss the cover illustration. Read the book to students. As you read make a list of the metaphorical ways in which the young Taino boy describes the Europeans and their actions. Note these include:

- Three great-winged birds (Columbus's ships)
- Pale strangers from the sky (Columbus' crew)
- Pushed sticks into the sand (planted Spanish flags to claim the land)
- Sharp silver stick (sword)

Discuss the book and how Columbus is portrayed in the book. Then, share the Author's note from the book and add information from it to your chart with information regarding the consequences of Columbus' voyages. This could include:

- At the time of Columbus' voyages there were 300,000 native islanders, but by 1548 there were less than 500.
- Native languages and lifestyles were changed forever.

Ask students the following questions: What effect do you think the first voyage of Columbus had on other countries in Europe? Discuss student responses and guide students to the idea that the voyage of Columbus caused many European kings and queens to consider sending ships across the Atlantic to Asia. Share the following information regarding England: In 1497 the King of England paid an Italian sailor, Giovanni Caboto, to head a voyage across the Atlantic. Caboto sailed far north of Columbus's route and probably reached present-day Newfoundland.

He returned to England claiming he had found China.
He became a hero in England and was given the English name John Cabot.

Using the “Data Chart” located in the *Supplemental Materials (Unit 2, Lesson 7)*, which was introduced in the previous lesson, discuss how Columbus’ voyages resulted in many more explorers visiting the Americas and claiming land there.

Display the two “Maps of the World” located in the *Supplemental Materials (Unit 2, Lesson 7)*. Ask students to compare the maps. Then have students describe differences between the two maps. Possible differences include: the bottom map is a much more accurate map of the world; the top map emphasizes Africa, Europe, and Asia; and North and South America are far too small in the top map. Ask students why they think the 1581 map is much more accurate. Discuss student responses and guide students to the idea that as people explored the Americas, maps of the world became more accurate.

Pass out the “Anticipation Guides” again from Step 2. Have students complete the “after the lesson” section by using the knowledge they have acquired from this lesson. Discuss the statements on the guide and have students support their answers with evidence.

Assessment

An assessment for “A Case Study of Columbus” has been included in the *Supplemental Materials (Unit 2, Lesson 7)*. In the assessment, students re-write statements from the Anticipation Guide to reflect what they have learned in the lesson. The assessment also includes completion of a graphic organizer describing causes and effects of the voyages of Columbus.

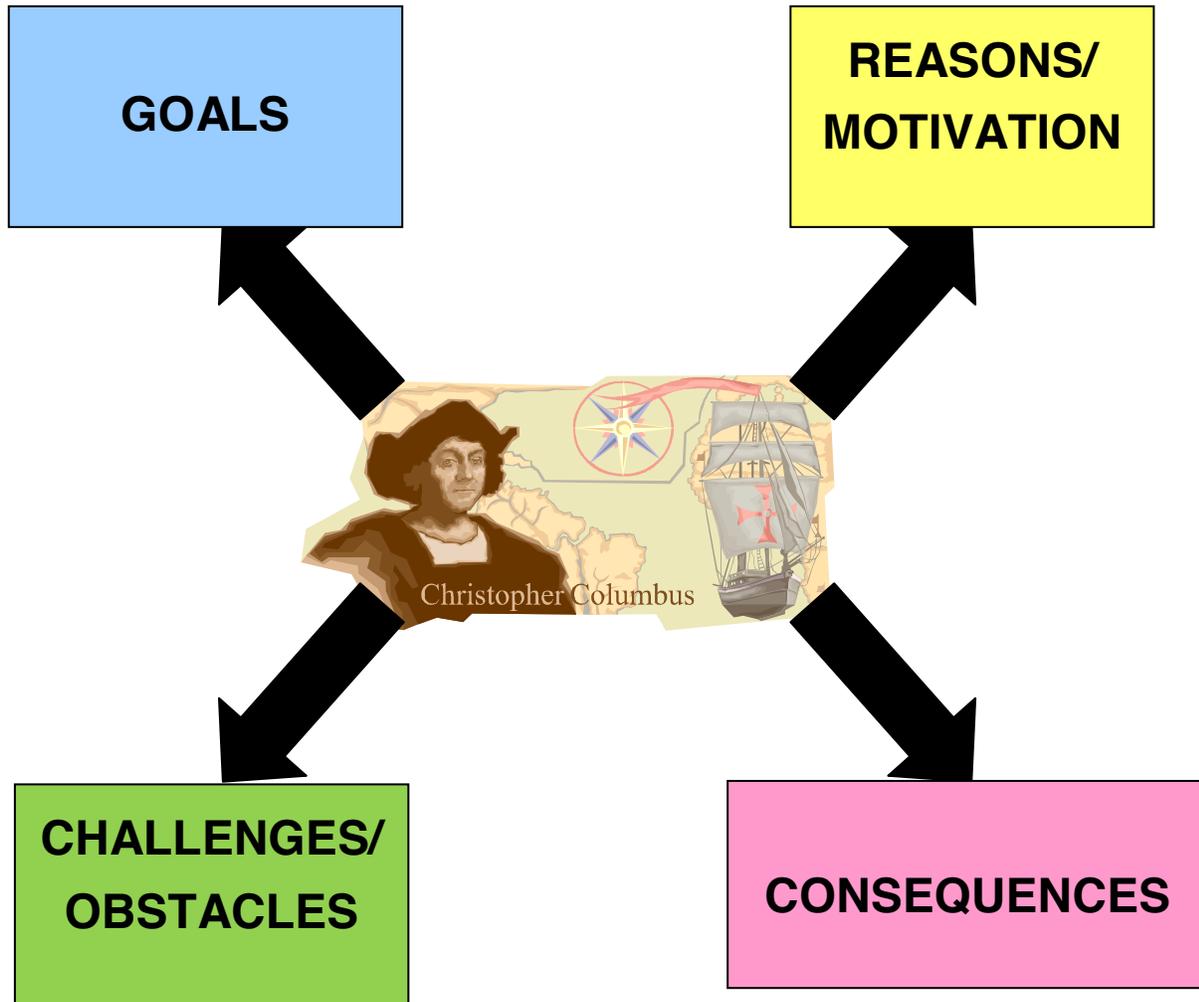
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August 15, 2011

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 7, Unit 2

1. Christopher Columbus believed he could sail west across the Atlantic Ocean to get to Asia.
2. He hoped to find a new trade route as well as riches such as gold.
3. The King and Queen of Spain sponsored Columbus' voyages and gave him ships, money, and sailors.
4. Columbus failed to reach Asia and ended up exploring islands and coastal areas of Central and South America.
5. As a result of his voyages many more explorers crossed the Atlantic and claimed land in the Americas. This led to great problems for American Indians who had lived in the Americas for thousands of years.

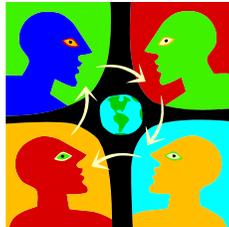
Word Cards

Word Cards from previous lessons needed for this lesson:

- Timeline - Word Card #6 from Lesson 1
- Point of View – Word Card #8 from Lesson 1
- Cause – Word Card #9 from Lesson 1
- Effect – Word Card #10 from Lesson 1
- Exploration – Word Card #34 from Lesson 6

41 encounter

a meeting between
two people or two
groups



Example: There were encounters between
Native Americans and European explorers.

(SS050207)

Anticipation Guide

Directions: Write “T” if you think the statement is true and “F” if you think the statement is false.

Before Lesson		After Lesson
	Columbus wanted to prove that the world was not flat.	
	Columbus discovered North and South America.	
	Columbus was looking for a new trade route and riches like gold.	
	Columbus made one voyage across the Atlantic and back to Europe.	
	Columbus was Italian but he sailed for Spain.	
	Columbus got along well with the American Indians he encountered when he explored.	

Information Gathering Sheets: Columbus

What were his goals?	
What were his motivations or reasons for his goals?	
What challenges or obstacles did he encounter?	
What did he accomplish?	
What were consequences of his explorations?	
What are some other important things you learned?	

Information Gathering – *Sample Information*

<p>What were his goals?</p>	<ul style="list-style-type: none"> ● Wanted to sail west across the Atlantic to find a new trade route to Asia ● Wanted to prove that you could get to Asia by sailing west and that it would be quicker than sailing around Africa. ● Wanted to claim new lands for Spain ● Wanted to find riches like gold
<p>What were his motivations/ reasons for his goals?</p>	<ul style="list-style-type: none"> ● Wanted to find a trade route that would make it easier to get goods like spices from Asia ● Wanted to gain personal wealth but also to gain wealth for Spain ● He was hoping to spread the Christian religion in new lands.
<p>What challenges or obstacles did he encounter?</p>	<ul style="list-style-type: none"> ● Many people did not take his ideas seriously ● The rulers of France, Portugal and England turned him down ● It took 7 years to persuade the king and queen of Spain to give him money and ships. ● Columbus believed the world was much smaller than it is – he thought he would reach the “Indies” or Asia in about 3000 miles of sailing ● His almost ran out of food and water ● His crew almost mutinied. ● His crew was often very afraid that they would be lost at sea. ● There were no maps of the areas he was exploring
<p>What did he accomplish?</p>	<ul style="list-style-type: none"> ● The first European to explore islands of the Caribbean Sea. ● Explored along the coastline of North and South America. ● Helped form a Spanish colony ● Made four voyages to the ‘New World’ ● His trips opened up a trade route that changed history ● He proved you could sail to the New World and back ● He proved the New World had a lot of new areas to explore. ● He claimed land for Spain.
<p>What were consequences of his explorations?</p>	<ul style="list-style-type: none"> ● Some American Indians were forced to travel to Spain with Columbus. ● Eventually American Indians were forced to work like slaves on plantations and mines. ● The Spanish claimed lands that belonged to American Indians. ● After Columbus, more explorers came and claimed land in the Americas ● The Spanish began plantations and mines. ● Colonies were begun in the Americas.
<p>What are some other important things you learned?</p>	<ul style="list-style-type: none"> ● He died without knowing he had not found Asia.. ● On the third voyage he was actually sent back to Spain as a prisoner because of problems in the Spanish colony.

Data Chart

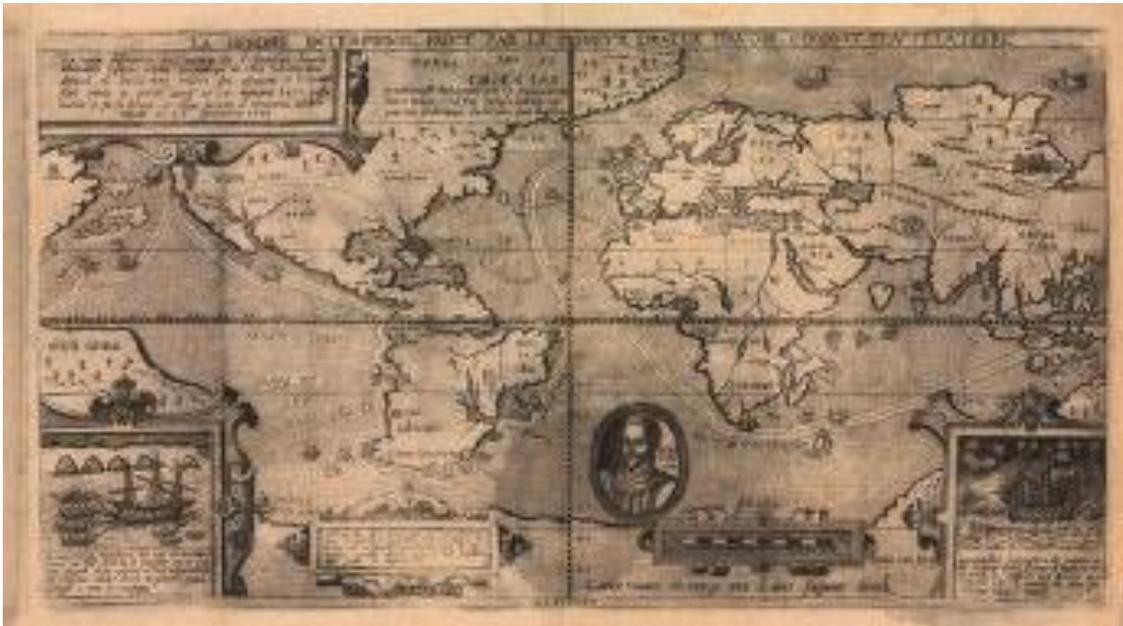
Dates	Explorer	Nationality	Explored for...	Area of Exploration
1492-1504	Christopher Columbus	Italian	Spain	Caribbean Islands
1497-1498	Giovanni Caboto (John Cabot)	Italian	England	Explored the shores of Newfoundland, Nova Scotia, and Labrador
1499-1501	Amerigo Vespucci	Italian	Spain	Sailed to West Indies and South America
1513	Vasco de Balboa	Spanish	Spain	Led expedition across Panama and found the Pacific Ocean
1513	Juan Ponce de Leon	Spanish	Spain	Puerto Rico and Florida
1519-1522	Ferdinand Magellan	Portuguese	Spain	Brazil, eastern South America
1519-1536	Hernando Cortez	Spanish	Spain	Mexico, California
1524	Giovanni da Verrazano	Italian	France	Northeast North America
1531-1535	Francisco Pizarro	Spanish	Spain	Western South America
1534-1541	Jacques Cartier	French	France	Eastern Canada
1539-1542	Hernando De Soto	Spanish	Spain	Southeastern North America
1540-1542	Francisco Vazquez de Coronado	Spanish	Spain	Southwestern North America
1577-1580	Sir Frances Drake	English	England	Coast of South America, coast of California
1603-1616	Samuel de Champlain	French	France	Eastern coast of North America and the St. Lawrence River to Lake Huron

Maps of the World

The World in 1507



The World in 1581



Sources:

Map of The World. 1507. 1 September 2011

<http://www.loc.gov/today/placesinthenews/archive/2009arch/20090513_waldseemuller.html>.

Map of The World. 1581. 1 September 2011 <<http://www.loc.gov/pictures/item/2005692035/>>.

Columbus Case Study--Assessment – Part 1

Directions: Re-write the statements below to reflect what you have learned in this lesson

Columbus wanted to prove that the world was not flat.

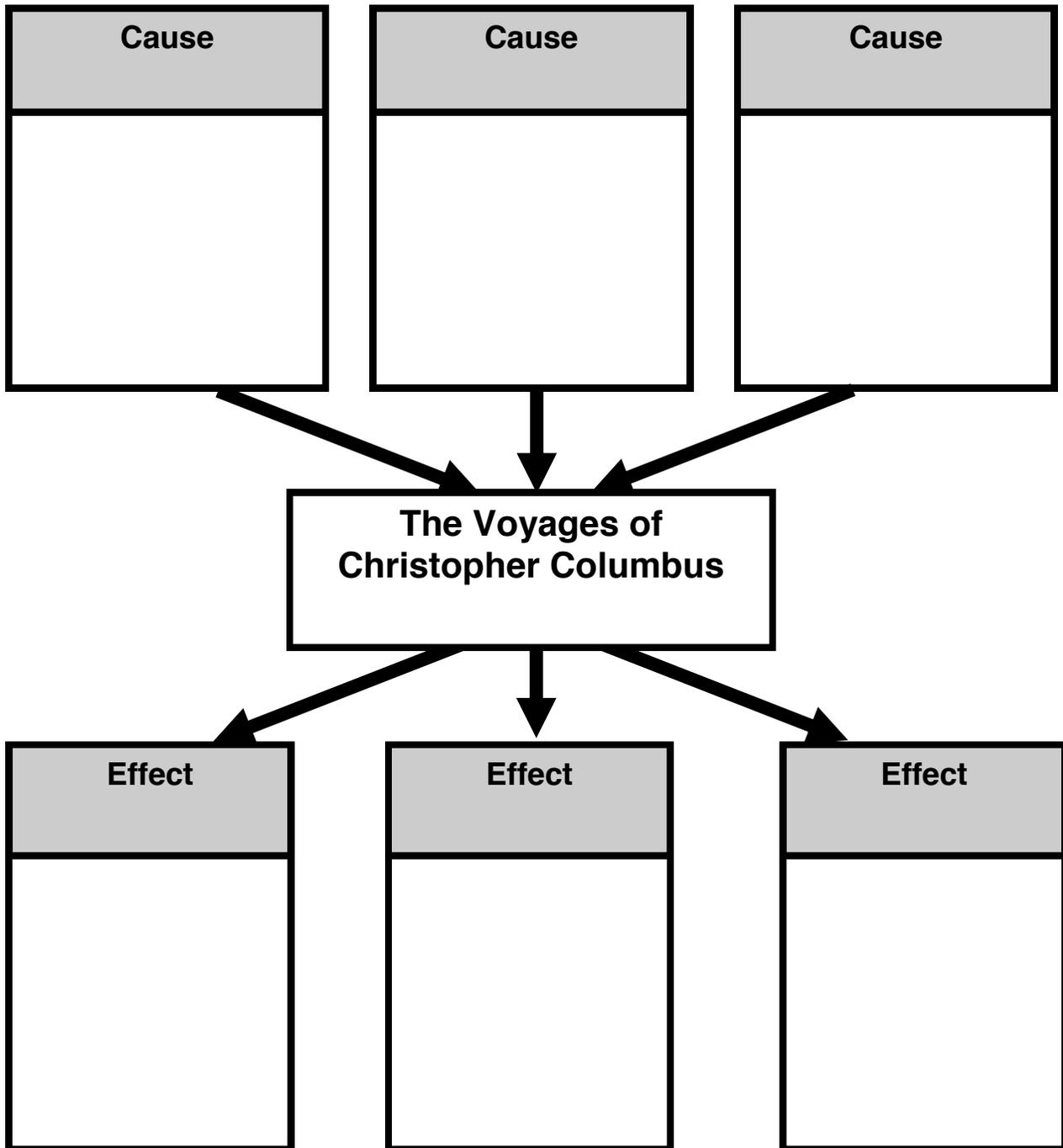
Columbus discovered North and South America.

Columbus made one voyage across the Atlantic and back to Europe.

Columbus got along well with the American Indians he encountered when he explored.

Columbus Case Study--Assessment – Part 2

Directions: Identify three causes and three effects on the graphic organizer below.



Columbus Case Study--Assessment – Answer Key

Possible sentences:

Columbus wanted to prove that you could sail to Asia by sailing west across the Atlantic Ocean.

Columbus explored islands in the Caribbean Sea and coastal areas of Central and South America.

Columbus made four voyages to the Americas.

Columbus claimed American Indian land for Spain and forced some American Indians to go with him to Spain.

Possible CAUSES for the Graphic Organizer

Wanted to find a new trade route to Asia

Wanted to get riches like gold

Wanted to claim land for Spain

Wanted to spread Christianity

Wanted to get to Asia for trade goods

Possible EFFECTS for the Graphic Organizer

Other European explorers sailed to the Americas

American Indians lost land

Some American Indians were enslaved.

Lands in the Americas were claimed by Europeans.

Europeans learned about two new continents

Lesson 8: Encounters and Exchanges

Big Ideas of the Lesson

European explorations of the Americas led to encounters and exchanges with Native Americans.

As a result of these encounters, Native American empires, cities, and groups were destroyed.

As disease and enslavement seriously reduced the American Indian populations, the Spanish began to force enslaved Africans to work in their mines and on their plantations.

The Columbian Exchange was the exchange of plants, animals, and diseases between what Europeans called the “Old World” and the “New World.”

The Columbian Exchange changed the continents of Europe, Africa, North America, and South America forever.

Lesson Abstract:

In this lesson, students expand their knowledge of the exploration of the Americas by first exploring encounters between Native Americans and European explorers and exchanges that took place between the Americas and Europe. They examine primary sources such as a patent to John Cabot, journal writings from Christopher Columbus, and quotations from other explorers. Next, they examine the beginnings of the slave trade and how enslaved Africans were forcibly taken to the “New World” to work on plantations and in mines in Spanish colonies. Finally, they explore the Columbian Exchange and its impact on Europeans, American Indians, and Africans.

Content Expectations

5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

Common Core State Standards

RL.5.5: Describe how a narrator’s or speaker’s point of view influences how events are described.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

cause and effect

Columbian Exchange

cultural diffusion

culture

human/environment interaction

perspective

region

Three Worlds

Instructional Resources

Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pages 49-51, 58-59, 67

Yolen, Jane. *Encounter*. NY: Voyager Books, 1996.

Teacher Resource

1492: An Ongoing Voyage. Library of Congress. 1 August 2011 < HYPERLINK "http://www.ibiblio.org/expo/1492.exhibit/Intro.html" <http://www.ibiblio.org/expo/1492.exhibit/Intro.html>>.

Cultural Encounters and the Exchanges that Occurred. 1 August 2011 < HYPERLINK "http://www.nchistoryday.org/explore.pdf" <http://www.nchistoryday.org/explore.pdf>>.

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 8)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Elmina Castle. 16 June 2011 < HYPERLINK "http://quaye.dk/GHANA_movies/Album/images/P_Elmina%20Castle_jpg.jpg" http://quaye.dk/GHANA_movies/Album/images/P_Elmina%20Castle_jpg.jpg>.

Elmina Castle, 1481. Africans in America website. 1 August 2011 < HYPERLINK "http://www.pbs.org/wgbh/aia/part1/1p260.html" <http://www.pbs.org/wgbh/aia/part1/1p260.html>>.

Patent Granted by King Henry VII to John Cabot. Memorial University of Newfoundland. 1 August 2011 < HYPERLINK "http://www.heritage.nf.ca/exploration/1496patent.html" <http://www.heritage.nf.ca/exploration/1496patent.html>>.

Zinn, Howard. *A People's History of America*. New York: HarperCollins Publishers, 1995.

Lesson Sequence

Begin the lesson by displaying the illustration of the “Mystery Place” located in the *Supplemental Materials (Unit 2, Lesson 8)*. Explain that this building was built in the late 1400s. Ask students to answer the two questions beneath the illustration in their social studies journal. Give them time to write and then have them share their answers with a partner and then in the large group. Explain that later in the lesson they will learn the answers to the two questions.

Write the word ‘patent’ on the board or overhead. Ask students for their ideas on what this word mean. Record the input and guide students to a common definition of the word. Explain that the class is going to examine a very early patent given to an explorer.

Divide students in pairs and give each pair a copy of the “Patent Granted to John Cabot and His Sons” located in the *Supplemental Materials (Unit 2,*

Lesson 8). Explain that this was given to John Cabot by the King of England and granted John Cabot and his sons the right to do certain things. Guide students in understanding the difficult text by modeling a Think-Aloud. A Think-Aloud helps students understand the mental processes that readers engage in when constructing meaning from texts. Students will then be able to observe what skilled readers think about while they read. The following steps outline the Think-Aloud process:

Begin by reading the Patent aloud.

As you read, highlight sections and verbalize your thoughts. Note that a highlighted version of the text has been included in the *Supplemental Materials (Unit 2, Lesson 8)* for you to use as reference.

Use some of the following strategies during the Think-Aloud:

Make predictions (From what it says, I bet the king is going to give Cabot something).

Describe the mental pictures you see (When the passage says “to set up our aforesaid banners,” describe what this might look like. “Are they sticking a flag in the ground, or on a building?”)

Create an analogy (e.g., “That description of taking over lands sounds like what the French and English did to Native Americans in the history of the State of Michigan.”)

Verbalize obstacles and fix-up strategies (e.g., “Now what does manifest mean? Maybe if I re-read the section, I’ll get the meaning from other sentences around it. If I still don’t understand it, I can look it up or ask the teacher.”)

After the read aloud, have pairs of students reread the Patent using the Think-Aloud strategy. After reading, have the pairs list some of the things it gave the explorers permission to do. Encourage them to use a highlighter to mark important sections. Give pairs time to work and then have pairs share their lists with each other. Then, guide students in understanding that the patent from the king gave John Cabot and his sons the right to:

sail anywhere they wanted under the flag of England;

investigate any island, country, or region including those areas where non-Christians lived;

claim any town, city, castle, island or mainland for England;

conquer, occupy, and possess any of these places.

Ask students what predictions they can make from analyzing the patent.

Discuss student responses and record them on chart paper. Possible answers include:

European explorers felt they had the right to take over any place they “discovered.”

European explorers felt that by placing a flag in an area it signified that they had taken over the land.

European explorers felt they were superior to the people in the places they were exploring.

Explain that as they discovered in the previous lesson on Columbus, European exploration of the Americas led to encounters between Native Americans and Europeans. Explain that in this lesson they will learn more about these encounters.

Using Word Card #42, explain that encounters between two groups of people often result in 'exchanges' between the two groups. Explain that this was true of the encounters between Europeans and people in the Americas. Plants and animals were exchanged as well as other things.

Give each student a copy of the "Exchanges" sheet located *Supplemental Materials (Unit 2, Lesson 8)*. Explain that there are three primary source quotations on the sheet each describing different types of exchange. Working with a partner, have students read the quotations using the Think-Aloud strategy modeled earlier in the lesson. After the reading, have students describe on the lines below each quotation. Remind students that these are primary sources, the quotes came from actual journals at the time, the words reflect the language of the times, and they include misspellings that were present in the original journals.

When students have finished, have them share their ideas in the whole group and then guide a discussion on the kinds of things that were exchanged using the following information:

Quotation #1: Describes the exchange of trade goods. The Native Americans traded deerskins for objects such as tin dishes.

Quotation #2: Describes the exchange of ideas. European ideas relating to religion and customs were exchanged for Native American ideas relating to medicine and surgery.

Quotation #3: Describes the exchange of diseases. In this case, Europeans brought small pox, which was deadly for Native Americans because they had no immunity to it like the Europeans had developed.

Display the "Quotations from the Journal of Columbus" located in the *Supplemental Materials (Unit 2, Lesson 8)* to the class. Review the three quotes and ask students to connect this information with what they learned about Columbus in the previous lesson as well as what they learned in the book *Encounter*. Discuss what these primary sources tell us about the encounters between the Taino and Columbus and his crew. For example: The Taino willingly traded. They brought things like parrots, cotton, and spears and traded for trinkets like beads and bells. Columbus felt the Taino could be easily taken captive and that they would make good slaves and servants. Columbus felt the Taino could also be easily converted to Christianity. Columbus took some of the Taino captive intending to take them back to Spain.

Share the following additional information relating to encounters between

Columbus and American Indians to further explore these issues. Discuss the implications of this information including the rapid decrease in the Native American population of the Caribbean and the introduction of enslaved Africans into the Americas.

The first voyage of Columbus resulted in limited contact with Native Americans, but he returned to Spain with a handful of trade goods and six kidnapped Native Americans.

The second voyage led to extended contact between Native Americans and Europeans. When Columbus did not find the gold he expected to find, he enslaved 1600 Native Americans and took 500 back to Spain to be sold as slaves. Only 300 survived the trip.

Eventually more Native Americans were enslaved and forced to work in silver and gold mines in the Caribbean.

On what is now Haiti, Columbus and his men ordered all Native Americans over the age of 14 to collect a certain quantity of gold every three months. When they turned over the gold, they were given copper tokens to hang around their necks. Native Americans found without a token often had their hands cut off.

Later, sugar was introduced as another way for the Spanish to make a profit. Native Americans were forced to work on sugar plantations. Soon there were not enough Native Americans left so the Spanish turned to Africa and enslaved Africans were brought to work on the sugar plantations.

Use Word Card #43 to discuss the term 'slavery.' Explain that one of the consequences of Columbus' explorations of the Americas was the introduction of slavery in the Spanish colonies. Later it would expand to areas claimed by Europeans in other areas of the Americas.

Give each student a copy of the informational article on "Elmina Castle" located in the *Supplemental Materials (Unit 2, Lesson 8)* as well as a copy of the "Summarizing Informational Text" chart. Explain that students should read the text passage independently using the strategies they have been practicing in this lesson. Then, they should identify the main idea of the passage and three important details and write them on the chart. Note that this could be given as a homework assignment. A chart showing sample answers has been included in the *Supplemental Materials (Unit 2, Lesson 8)* for you to use as reference.

Have students compare what they learned about Elmina Castle from the informational text to what they predicted about the building at the beginning of this lesson. Then, pose the following question: Why do you think this building has been chosen as a World Heritage site. Discuss student responses.

Explain that sometimes the negative aspects of Native American/European/African encounters are left out of books and other resources. Have students analyze their own textbook at this time to see whether both positive and

negative consequences of exploration have been included. Have students use sticky notes to assist students in marking sections in a text that they would like to return to, difficult sections for which they require clarification, or powerful, or clear passages they would like to share with others. These stopping places can be used to foster discussion and inspire writing. Sticky notes can be used in the following manner:

Have students read a text independently, placing sticky notes in spots which they want to discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, or diagrams. Students may add to the text, using sticky notes. For instance, they may add an illustration or diagram, examples from their own background, or restatements of the author's ideas.

Begin the discussion by having students share those places they have marked, including their questions and additions to the text. Ask students to explain the reasons for choosing the sections.

In a final activity, remind students that encounters tend to result in exchanges. Explain that historians often refer to what happened following the voyages of Columbus as the "Columbian Exchange." Using Word Card #44, explain this meant the exchange of plants, animals, diseases, and ideas between what Europeans referred to as the "New World" and their "Old World." Discuss these exchanges using "The Columbian Exchange" organizer located in the *Supplemental Materials (Unit 2, Lesson 8)*. Discuss these ideas with students.

Explain that the Columbian Exchange had many effects in Europe, the Americas, and Africa. Place students in pairs and give each pair a copy of the "Effects of the Columbian Exchange" chart located in the *Supplemental Materials (Unit 2, Lesson 8)*. Explain that partners should work together to predict a possible effect of each exchanged described on the chart.

Give students time to complete the activity and then have them share their predictions in the large group. Finally, share the examples of actual effects described on the completed "Effects of the Columbian Exchange" chart located in the *Supplemental Materials (Unit 2, Lesson 8)*.

Assessment

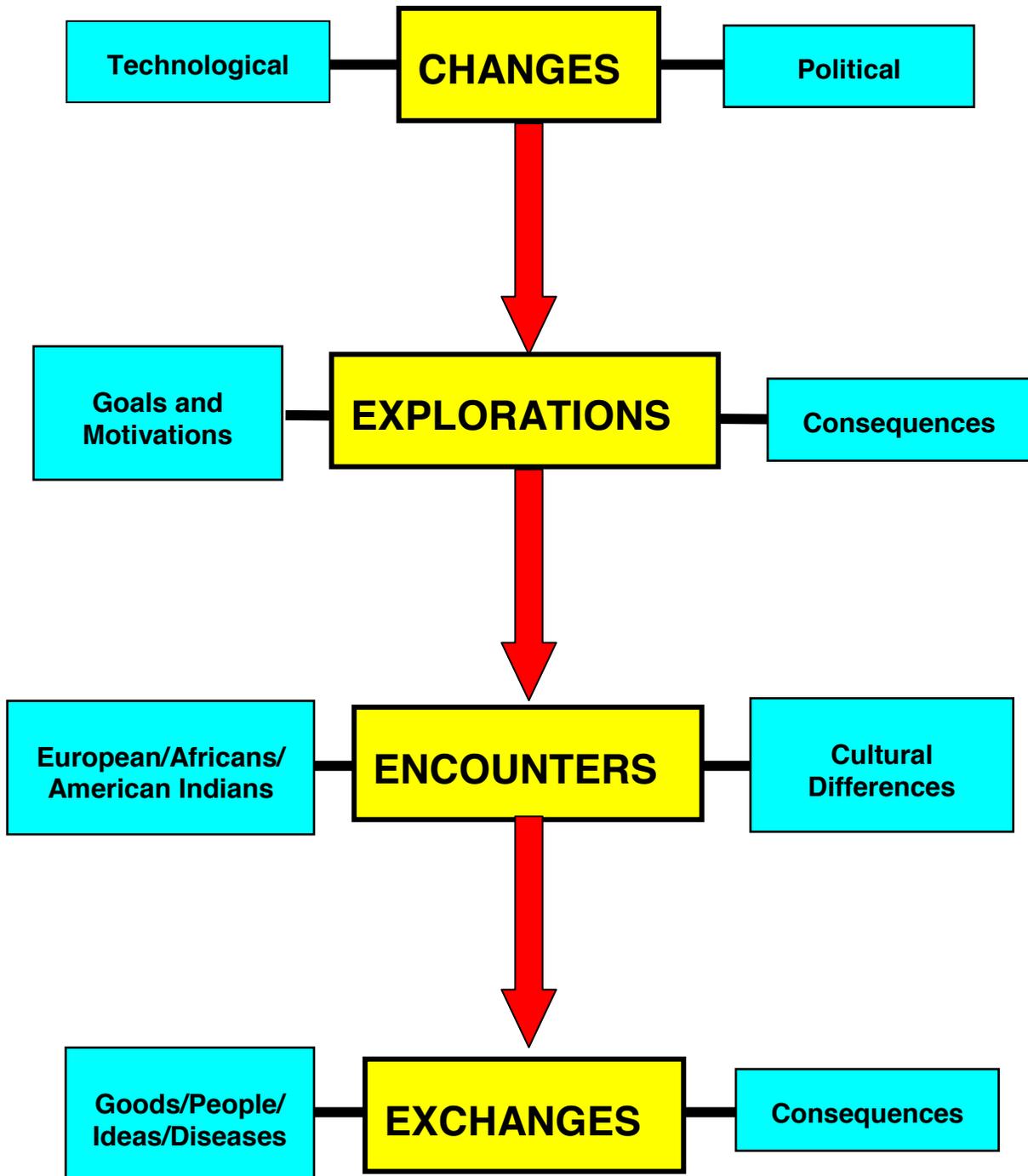
An assessment for Encounters and Exchanges in which students describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans has been included in the *Supplemental Materials (Unit 2, Lesson 8)*. As an additional assessment, students could create a nonlinguistic representation of the Columbian Exchange.

5th Grade Integrated Early American History
Unit 2: Three Worlds Meet
SS050208
Lesson 8

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Graphic Organizer



Big Ideas Card

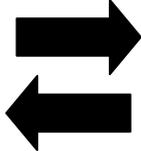
Big Ideas of Lesson 8, Unit 2

1. Christopher Columbus believed he could sail west across the Atlantic Ocean to get to Asia.
2. European explorations of the Americas led to encounters and exchanges with Native Americans.
3. As a result of these encounters, Native American empires, cities, and groups were destroyed.
4. As disease and enslavement seriously reduced the American Indian populations, the Spanish began to force enslaved Africans to work in their mines and on their plantations.
5. The Columbian Exchange was the exchange of plants, animals, and diseases between what Europeans called the “Old World” and the “New World.”
6. The Columbian Exchange changed the continents of Europe, Africa, North America, and South America forever.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Point of View – Word Card #8 from Lesson 1
- Cause – Word Card #9 from Lesson 1
- Effect – Word Card #10 from Lesson 1
- Exploration – Word Card #34 from Lesson 6
- Encounter – Word Card #41 from Lesson 7

<p>42 exchange</p>  <p>trading of objects or ideas</p> <p>Example: There were exchanges of trade goods, diseases, and ideas between Native Americans and European explorers.</p> <p>(SS050208)</p>	<p>43 slavery</p>  <p>a system that forced people to work and treated enslaved people as property</p> <p>Example: Africans were forced into slavery in Spanish Colonies in the New World.</p> <p>(SS050208)</p>
<p>44 The Columbian Exchange</p> <p>The exchange of plants, animals, diseases and ideas between the “New World” and the “Old World”</p> <p>Example: The Columbian Exchange had a huge impact on world history.</p> <p>(SS050208)</p>	

Mystery Place



Where do you think it was?

What do you think it was used for?

Patent Granted by King Henry VII to John Cabot and his Sons, March 1496

Be it known and made manifest that we have given and granted as by these presents we give and grant, for us and our heirs, to our well beloved John Cabot, citizen of Venice, and to Lewis, Sebastian and Sancio, sons of the said John, and to the heirs and deputies of them, and of any one of them, full and free authority, faculty and power to sail to all parts, regions and coasts of the eastern, western and northern sea, under our banners, flags and ensigns, with five ships or vessels of whatsoever burden and quality they may be, and with so many and such mariners and men as they may wish to take with them in the said ships, at their own proper costs and charges, to find, discover and investigate whatsoever islands, countries, regions or provinces of heathens and infidels, in whatsoever part of the world placed, which before this time were unknown to all Christians. We have also given licence to set up our aforesaid banners and ensigns in any town, city, castle, island or mainland whatsoever, newly found by them. And that the before-mentioned John and his sons or their heirs and deputies may conquer, occupy and possess whatsoever such towns, castles, cities and islands by them thus discovered that they may be able to conquer, occupy and possess, as our vassals and governors lieutenants and deputies therein, acquiring for us the dominion, title and jurisdiction of the same towns, castles, cities, islands and mainlands so discovered;

Source: *Patent Granted by King Henry VII to John Cabot*. Memorial University of Newfoundland. 1 August 2011 <<http://www.heritage.nf.ca/exploration/1496patent.html>>.

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Exchanges

1. “A day or two after this, we fell to trading with them, exchanging some things that we had for Deere skinnes: when we shewed him all our packet of merchandize, of all things that he sawe, a bright tinne dish most pleased him, whcih hee presently tooke up..., and after made a hole in the brimme thereof and hung it about his necke, making signes that it would defende him against his enemies arrows.”

What is being exchanged? _____

2. “Thus we should be let into a better Understanding of the Indian Tongue, by our new Converts; and the whole body of these People would arrive to the Knowledge of our Religion and Customs, and become as one People with us. By this Method also, we should have a true Knowledge of all the Indians Skill in Medicine and Surgery.”

What is being exchanged? _____

3. “The Small-Pox has been fatal to them; they do not often escape, when they are seiz’d with that Distemper, which is a contrary Fever to what they ever knew. Most certain, it had never visited America, before the Discovery...formerly it destroy’d whole towns, without leaving one Indian alive in the Village. “

What is being exchanged? _____

Source: *Cultural Encounters and the Exchanges that Occurred*. 1 August 2011 <<http://www.ah.dcr.state.nc.us/edu-otrch/historyday/explore.pdf>>.

Quotations from the Journal of Columbus

“They... brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks’ bells. They willingly traded everything they owned...They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance... They would make fine servants...With fifty men we could subjugate them all and make them do whatever we want.”

“As soon as I arrived in the Indies, on the first Island which I found, I took some of the natives by force in order that they might learn and might give me information of whatever there is in these parts.”

“They ought to make good slaves for they are of quick intelligence since I notice that they are quick to repeat what is said to them, and I believe that they could very easily become Christians, for it seemed to me that they had no religion of their own. God willing, when I come to leave I will bring six of them to your Highnesses so that they may learn to speak.”

Source: *Zinn, Howard. A People's History of America.* New York, New York, USA. HarperCollins Publishers, 1995.

Elmina Castle, trading outpost and "slave factory" Built 1481



Forty years after they began exploring the coast of Africa, the Portuguese began building a trading outpost on Africa's Guinea coast, in an area that is now in the country of Ghana. It was near a region where Africans had mined for gold for many years. Permission to build the outpost had been reluctantly given by the chief of a nearby village, on the condition that peace and trust be maintained.

Called "Elmina" (the mine), it was the first permanent structure south of the Sahara built by Europeans -- and for centuries it was the largest. It also had the distinction of being the first of many permanent "slave factories" (trading posts that dealt in slaves) that would be built along Africa's western coast.

Slaves were typically captured inland and then brought to the outpost on a difficult journey that often lasted many days -- half of all captives did not even make it to the coast. Once there, the slaves would wait in cramped cells often for a long period of time, until a ship arrived.

Elmina Castle saw several owners during the course of the slave trade, including the Portuguese, Dutch, and English. By the 1700s, thirty thousand slaves on their way to the Americas passed through Elmina each year.

Elmina Castle, which still stands, is now a World Heritage site.

Adapted from: *Elmina Castle, 1481*. Africans in America website. 1 August 2011.
<http://www.pbs.org/wgbh/aia/part1/1p260.html>

Summarizing Informational Text

Main Idea:

Important Detail #1

Important Detail #2

Important Detail #3

Summarizing Informational Text—Sample Answers

Main Idea:

Elmina Castle was a trading post that dealt in slaves.

Important Detail #1

It was the first permanent structure south of the Sahara Desert built by Europeans.

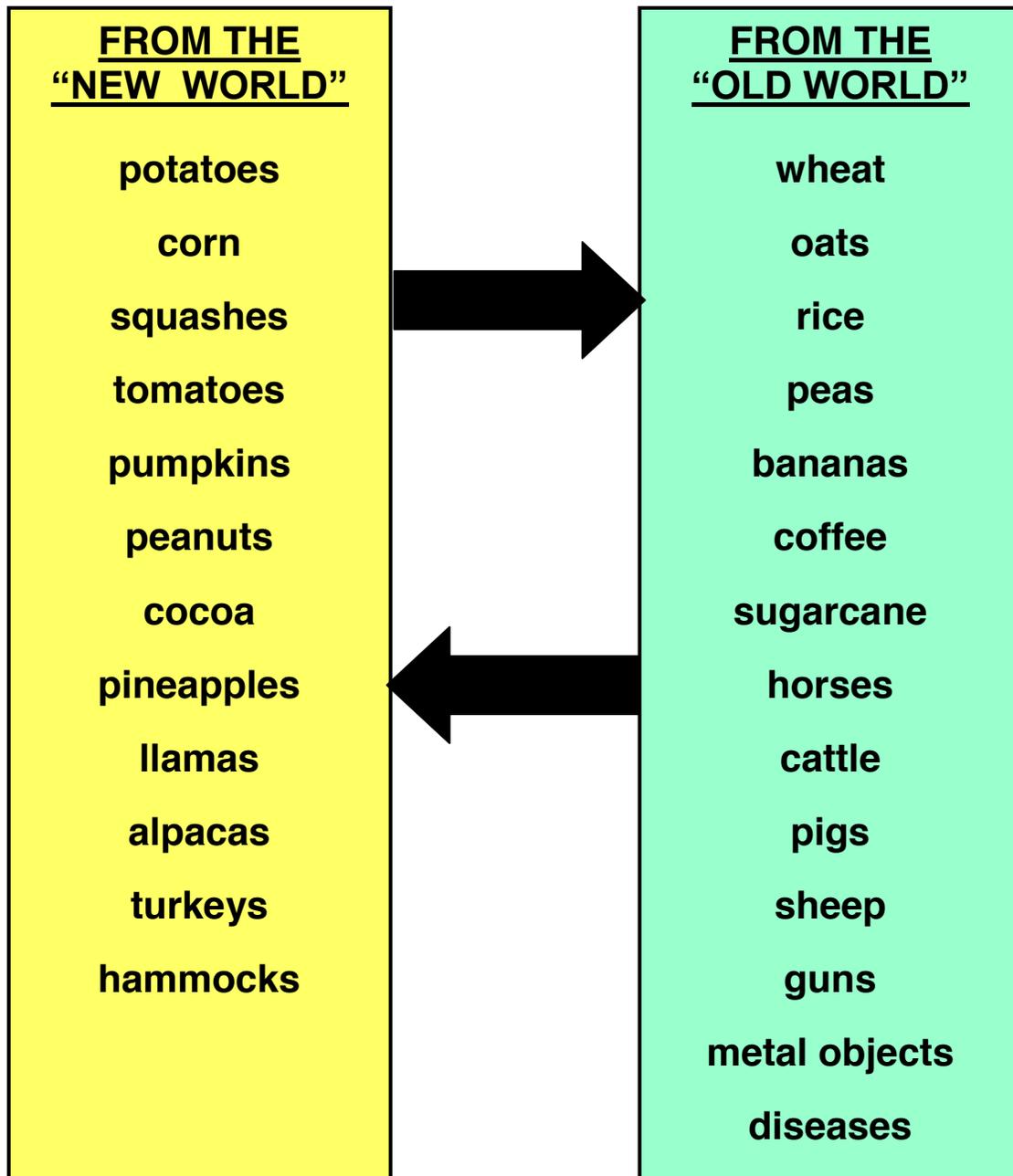
Important Detail #2

Conditions for enslaved Africans were terrible.

Important Detail #3

Over time different European countries that were involved in the slave trade controlled Elmina Castle.

The Columbian Exchange



Effects of the Columbian Exchange

Exchange	Possible Effect
"Old World" germs were brought to the "New World"	
Food crops like corn and potatoes were brought to the "Old World"	
Cows, sheep, and pigs were brought to the "New World"	
Horses were brought to the "New World"	
Sugarcane was brought to the "New World"	
Europeans brought their method of farming	

Effects of the Columbian Exchange—SAMPLE ANSWERS

Exchange	Actual Effects
“Old World” germs were brought to the “New World”	Diseases like smallpox killed huge numbers of Native Americans. Some Native American societies lost 90% of their population.
Food crops like corn and potatoes were brought to the “Old World”	The new food crops resulted in a population boom in Europe.
Cows, sheep, and pigs were brought to the “New World”	Livestock ate the grass that supported the animals Native Americans hunted for food. This altered the food chain. Livestock ate other native plants and this disrupted Native American farming.
Horses were brought to the “New World”	Horses gave Europeans a strong military advantage over Native Americans. Eventually Native Americans on the Plains used horses to hunt buffalo.
Sugarcane was brought to the “New World”	Enslaved Africans were brought to the “New World” to work on sugar plantations.
Europeans brought their method of farming	Europeans cleared large tracks of forested land to plant crops and weeds were accidentally introduced into the environment. This caused changes in the natural environment.

Encounters and Exchanges--Assessment

What was the Columbian Exchange?

Describe one way the Columbian Exchange had an impact on Europeans.

Describe one way the Columbian Exchange had an impact on American Indians.

Describe one way the Columbian Exchange had an impact on Africans.

Encounters and Exchanges Assessment – Sample Answers

What was the Columbian Exchange?

The exchange of people, goods, ideas and disease between the Old World and the New World.

Describe one way the Columbian Exchange had an impact on Europeans.

Many new food crops were introduced into Europe.

Describe one way the Columbian Exchange had an impact on American Indians.

American Indians lost their lands and many lost their lives to European diseases.

Describe one way the Columbian Exchange had an impact on Africans.

Many Africans were forced into enslavement and taken to the New World to work in mines and on plantations.

Lesson 9: Three Worlds Meet

Big Ideas of the Lesson

The explorations of Christopher Columbus led to the meeting of Europeans, American Indians, and Africans in the Americas.

These encounters and their related exchanges had both negative and positive consequences.

These encounters and exchanges were viewed very differently by the three groups of people.

Lesson Abstract:

In this lesson, students apply what they have learned in the previous lessons of this unit. They begin by completing a chart answering the questions historians ask which were introduced in Lesson One. Then, they write three short diary entries in which they describe the convergence of Europeans, American Indians, and Africans from the perspective of each of the three groups.

Content Expectations

5 – U1.4.1: Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.

5 – U1.4.4: Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.

Common Core State Standards

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10: By the end of the year, read and comprehend informational texts,

including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Key Concepts

cause and effect

chronology

Columbian Exchange

cultural diffusion

culture

exploration

historical thinking

human/environmental

perspective

region

three Worlds

Instructional Resources

Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pages 17-59

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 2, Lesson 9)*. Teacher-made material. Michigan Citizenship Collaborative, 2011.

Lesson Sequence

Review the "Questions of History" introduced in Lesson One using the graphic organizer from lesson one Supplemental Materials.

Give each student a copy of the "Three Worlds Meet" question chart located in the *Supplemental Materials (Unit 2, Lesson 9)*. Explain that students should describe the following on the chart:

What happened? – What events led to the meeting of the 'Three Worlds'?

When did it happen? – At about time did the ‘Three Worlds’ meet?
Who was involved? – Who were some individuals and groups involved?
Why did it happen? – What were the main reasons for the meeting of the ‘Three Worlds’?

Give students time to complete the chart. Encourage them to use their social studies journal, Word Cards, Big Idea cards, and other resources from the unit to assist them. Discuss the questions and answers in the large group and guide students toward consensus on the answers. Note that a completed chart has been included in the *Supplemental Materials (Unit 2, Lesson 9)* for you to use as reference.

Review the book *Encounter* which was used in Lesson 7 and how it showed the American Indian point of view of the landing of Columbus on San Salvador. Explain that just as this book shows one point of view, Europeans, American Indians, and Africans had different viewpoints or perspectives regarding the meeting of their three worlds and the resulting consequences.

Give each student a copy of the “Diary Entries” sheet located in the *Supplemental Materials (Unit 2, Lesson 9)*. Explain that students should write three different diary entries in which they describe events relating to the meeting of the Three Worlds from three different perspectives. If necessary, offer the following suggestions for ‘diary writers.’

An American Indian forced by Columbus to travel to Spain
Columbus’ describing why he took American Indians to Spain
An African being forced onto a slave ship

Give students time to draft and complete their writing. Then, place them in small groups and have them share their diary entries. Have each group select two diary entries to share in the large group.

Have the students whose entries were selected by their group read them out loud in the large group. Discuss characteristics which make the selections strong pieces of writing such as powerful language, strong voice, clear details, emotional impact, use of adjectives, etc.

Explain that in subsequent units students will further explore the interactions of Europeans, Africans, and American Indians as colonies in North America are settled.

Assessment

The completed “Questions of History” chart as well as the diary entries can be used as assessments.

5th Grade Integrated Early American History

SS050209

Unit 2: Three Worlds Meet

Lesson 9

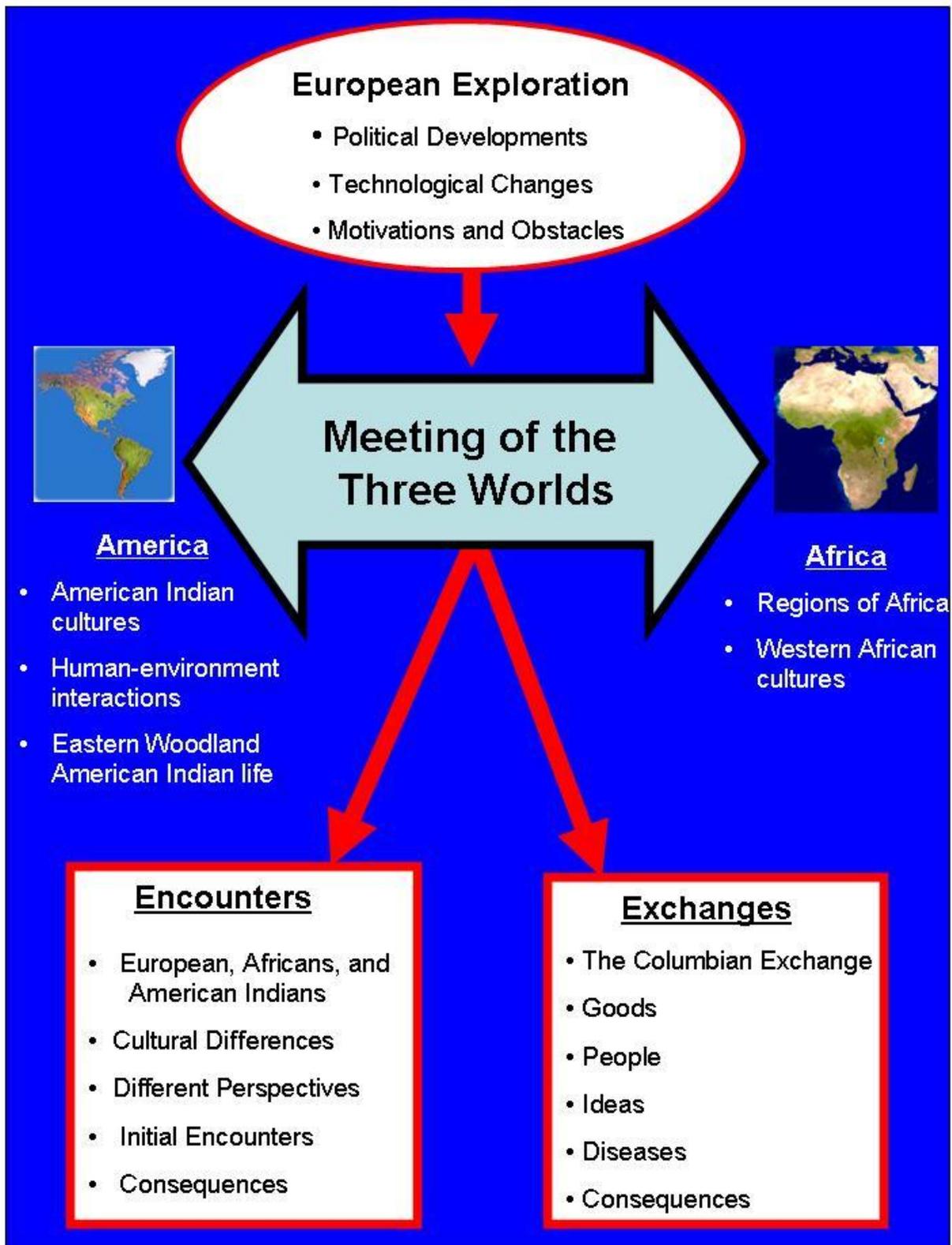
Michigan Citizenship Collaborative Curriculum

Page PAGE 3 of NUMPAGES 3

HYPERLINK "http://www.micitizenshipcurriculum.org" www.micitizenshipcurriculum.org

August 15, 2011

Graphic Organizer



Big Ideas Card

Big Ideas of Lesson 8, Unit 2

1. The explorations of Christopher Columbus led to the meeting of Europeans, American Indians, and Africans in the Americas.
2. These encounters and their related exchanges had both negative and positive consequences.
3. These encounters and exchanges were viewed very differently by the three groups of people.

Word Cards

Word Cards from previous lessons needed for this lesson:

Note: Since this is a culminating lesson it does not have any new Word Cards. It is suggested that students use all the Word Cards from the previous lesson in creating the required project for this lesson.

Three Worlds Meet

What happened?	
When did it happen?	
Who was involved?	
Why did it happen?	

Three Worlds Meet – Sample answers

What happened?	<ul style="list-style-type: none">• Europeans began to look for easier to get trade goods like spices.• Columbus sailed west to get to Asia and explored parts of the Americas.• Other explorers began to cross the Atlantic and claimed land for European countries in the Americas.• People, ideas, goods, and diseases were traded between the “Old World” and the “New World.’• Europeans began to claim land in the Americas.• American Indians lost land and many were forced to work as slaves on plantations and mines. Many died from European diseases.• The Spanish began to replace American Indian slaves with enslaved Africans.• More and more Africans were forced into slavery in the New World.
When did it happen?	<ul style="list-style-type: none">• Around 1500• About 500 years ago.
Who was involved?	<ul style="list-style-type: none">• Europeans such as explorers, colonists, and merchants.• European rulers who paid for the explorations.• Africans who were forced into slavery and Africans who lost family members who were enslaved.• American Indians who lived in the Americas.• American Indians who were forced to work on plantations and in mines.
Why did it happen?	<ul style="list-style-type: none">• Europeans wanted trade goods from Asia.• Political and technological changes made European sea exploration possible.• Europeans wanted riches as well as new lands in the Americas.• Because many American Indians died enslaved Africans were introduced into the Americas by the Spanish to work in mines and on plantations.

Diary Entry #1

Diary Entry #2

Diary Entry #3