

Unit 5-2: Breaking Away
SS Topic: Colonial America

Core Novel

**The Mystery of the Lost
Colony**

Guided Reading
Easy

Matchlock Gun

**George
Washington's
Socks**

Guided Reading
At Level

Night Journeys

Guided Reading
Challenge

Give Me Liberty

Or Give Me Death

**Harry Potter and
the Sorcerer's
Stone**

Fifth Grade : Unit 2

Theme Overview Breaking Away

In 1584, Englishmen stepped from their tiny sailing craft and onto the shores of Roanoke. They fell gratefully to their knees and claimed the land for Elizabeth, the Queen of England. A secret fort would be established at the site to plunder Spanish treasure-filled fleets as they traveled to Florida. Spanish Gold would be seized for the Queen; it was the surest way to save England. In less than 200 years, descendants of those same colonists were outraged over the tyranny caused by King George. What happened to the culture of the British colonies in the New World to change the colonists from dutiful subjects of the King to rebellious agitators trying to **Break Away** from the Crown's control? In the novels we will be exploring this unit, the characters were forced to break away from their traditional views. Questioning themselves, they ventured forward yet always looking to the past.

Essential Question:

What causes people to change themselves, and in turn change their culture?

Driving Questions:

- What were the reasons for colonizing America?
- What were the interactions between the European colonists and the Native Americans?
- How were the cultures of the British, Spanish, French and Dutch colonies similar or dissimilar?
- What were the beliefs held by the English colonists that made revolution inevitable?
- How do we support the claims of fact or opinion with supporting evidence?
- How does reading nonfiction differ from reading fiction?

New Jersey Core Curriculum Content Standards specific to this unit:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

A. Social Studies Skills

1. Analyze how events are related over time.
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.
6. Formulate questions based on information needs.
7. Use effective strategies for locating information.
8. Compare and contrast competing interpretations of current and historical events.
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.

10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
11. Summarize information in written, graphic, and oral formats.

STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

1. Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
2. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
3. Discuss the major characteristics of democratic governments.
4. Describe the processes of local government.

B. American Values and Principles

1. Analyze how certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

D. Colonization and Settlement (1585-1763)

1. Analyze the political, social, and cultural characteristics of the English colonies.
2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherlands and colonial New Jersey.
3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans.
4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts.

7. Discuss Spanish exploration, settlement, and missions in the American Southwest.

Materials:

Authentic Reading Materials:

Suggested Core Novel: *Roanoke; The Mystery of the Lost Colony* by Lee Miller (A)

Alternative Core and/or Guided Reading Selections:

Give Me Liberty L.M. Elliott (C)

Or Give Me Death Ann Rinaldi (C)

Harry Potter and the Sorcerer's Stone J.K Rowling (C)

Night Journeys Avi (A)

The Matchlock Gun Walter D. Edmonds (E)

George Washington's Socks Elvira Woodruff (E)

Textbook: McMillan:	Book 2: <i>Digging Up the Past</i> Book 3: <i>Going Back Home</i> Book 6: <i>Sea Maidens of Japan</i>
Textbook: Harcourt:	Chapter: 4 Lessons 2-5 Chapter: 5 Lesson 3 Chapter: 6 Lesson 2 Chapter: 7-9 entire

Suggested Supplemental Novels: These novels are recommended for inclusion as possible substitutes or additional texts for core or guided reading novels based upon the current availability at individual schools.

My America: The Journal of Jasper Jonathon Pierce (A)

Old Yeller (C)

Great Gilly Hopkins (A)

The Witch of Blackbird Pond (C)

Independent Reading /Research:

Pearson Leveled Readers

Pearson Leveled Readers

Title		F&P	DRA	Lexile
The Spanish in Florida	Cutler	Q	40	820
Turning Points in the Fight for Freedom	McCarthy			
Thomas Jefferson - A Man of Ideas	McCarthy	O	34	700
On the Road to Revolution	Rossi	W	44+	1120
Choosing Freedom	Rossi	R	40	980
Conflict in the Colonies	Rossi	T	44	1030
The Jamestown Colony	Clampitt	S	44+	890
Making Connections-American Indians and Settlers	DiMartino	T	44	1000
Authors of Liberty	Cashore	V	44+	990
Words of Freedom	Cashore	U	44+	890
The People Who Gave Us the US Constitution	Cashore	S	44+	820

Teacher Resources:

Core/Guide Reading Websites:

-Roanoke: The Mystery of the Lost Colony:

<http://www.loc.gov/loc/lcib/0112/miller.html>

This site from the Library of Congress has some background information about the non-fiction text and the process in which the author constructed and supported her writings.

<http://www.jhu.edu/~jhumag/1101web/roanoke.html>

An article printed in *Johns Hopkins Magazine* provides more information on the theories and primary support for the text.

-The Matchlock Gun:

<http://newberryproject.blogspot.com/2007/12/matchlock-gun.html>

The Newberry Project provides a forum for those reading all the Newberry Winners to write reviews. This review highlights the sensitive issues with respect to Matchlock Gun

-George Washington's Socks:

<http://www.ewoodruff.com/>

This is the Author's site. She offers a brief synopsis of the book in addition to a "Teachers' Tips" page that offers questions, vocabulary, and activities. It is a bit antiquated.

http://edhelper.com/books/George_Washingtons_Socks.htm

For those of you who have Edhelper subscriptions, the site offers a variety of customizable materials

-Night Journeys:

http://avi-writer.com/night_journeys

The author's website provides information about the author as well as short commentary of inspiration for writing the novel.

-Give Me Liberty:

http://www.lmelliott.com/about_liberty.php

This is the author site for *Give Me Liberty* and contains a summary of the book, discussion questions, and links to some of the historical information contained in the novel.

http://www.lmelliott.com/downloads/GiveMeLiberty_RCG.pdf

This site is a direct link to the summary of the novel and the suggested discussion questions, as well as some suggested colonial leaders for further investigation.

-Harry Potter and the Sorcerer's Stone:

<http://www.sparknotes.com/lit/harrypotter/>

This Sparknotes website provides chapter summaries, character information, study questions, essay topics, and student quizzes.

<http://www.jkrowling.com/>

The author's website contains a plethora of information and links about the entire Harry Potter series.

<http://www.scholastic.com/harrypotter/activities/challenges/>

This Scholastic site contains many interactive activities for students based upon the Harry Potter novels. The Wizard Challenge is a perfect activity after the book has been read.

Internet Sites: General:

Roanoke- Created by kids, for kids.

<http://library.thinkquest.org/3826/intro.html>

America's Story – Jump Back in Time

<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial>

Timeline of important colonial events and biographies of colonial icons

General Colonial Sites

http://www.ccs.k12.in.us/cam/Teams/MediaCenter/colonial_america.htm

The History of Us – Webisode 1; Independence
<http://www.pbs.org/wnet/historyofus/web01/index.html>

Apple Education- Writing Historical Fiction
http://ali.apple.com/als/2ndla_ss/projects/3218.html

Colonial History
<http://www.42explore2.com/colonial.htm>
PBL possibilities

Lesson Plans for Colonial America
http://www.mce.k12tn.net/colonial_america/lesson_plans_for_colonial_america.htm

A brief history of each of the 13 original colonies
<http://www.timepage.org/spl/13colony.html>
<http://www.socialstudiesforkids.com/subjects/colonialtimes.htm>

Overview of the 13 original colonies
http://americanhistory.about.com/od/colonialamerica/a/colamoverview_2.htm
<http://www.socialstudiesforkids.com/articles/ushistory/13colonies1.htm>

Timeline of the colonies
<http://www.historyplace.com/unitedstates/revolution/rev-early.htm>

Dutch
<http://www.nps.gov/history/nr/travel/kingston/colonization.htm>
http://colonial-america.suite101.com/article.cfm/the_quiet_dutch_colonial_influence

French
<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa82>

History of French colonies (high level)
<http://www.answers.com/topic/north-america-7>

Spanish
<http://www.answers.com/topic/french-and-spanish-settlements>
<http://www.lsjunction.com/facts/missions.htm>
<http://flspmissions.tripod.com/>

Think Quest – Spanish Missions Created by kids, for kids.
<http://library.thinkquest.org/3615/>

Audio-Visual:

United Streaming Clips:

Early Settlers: The Era of Colonization

Living History: Living in Spanish Colonial America

Colonization of Louisiana and the French and Indian Wars (1689-1763)

The Events Leading Up to War: The Revolutionary Series

Suggested Student Activities:

-Cultural comparisons can be made amongst the colonies using the T-Chart provided in the resource packet. Comparisons between colonies, Native American tribes, and our American culture should be continued throughout the unit.

Theme Introduction Activities:

Present students with the following video clip from *Kids Nation*, a recent reality television show found at <http://www.tv.com/video/10435/series-premiere-promotional-trailer?o=tv&tag=video;watchbtn;1>. Present the students with the idea that they will be creating their own colony, much like they viewed from the *Kids Nation* clip. Ask the students, what are the key elements that they need to include in their colony? Students can then be instructed to create visual representations of their brainstorming session utilizing large bulletin board paper. Some areas to explore are government, belief system, occupations, food, education, daily life, etc. When students have completed their brainstorming sessions ask the students to present their creations and necessary components of their colony to the class. Look for overlapping ideas and guide the class to the topics they may have omitted. List the necessary components on chart paper and use them as a continual reference point as you lead your class on the exploration of the European colonies.

Core Text Activities:

- Listen to daily read alouds.
- Select key vocabulary and clarify word meanings.
- Make predictions and interpret ideas through discussions and journal entries.
- Critique and appraise decisions made by the characters, citing specific examples from the text.
- Make inferences using textual information and providing supporting evidence.
- Create whole group timelines and/or maps for the visual learners.

Short Term Projects that could result in a long term PBL:

~Colonial Kids:

Using the websites <http://library.thinkquest.org/J002611F/introduction.htm> or www.history.org students will explore the lifestyles of children during the colonial period. Students should use the website to investigate:

- Home Life
- Clothing
- Daily Life
- Schooling
- Modes of Transportation
- Occupations
- Special Events

Students will use a graphic organizer to take detailed notes about colonial children and create a comparison to modern day children in America. Information can be presented in a variety of formats including, but not limited to, posters, an expert book, Power Point presentations, websites, etc. (Please note that the suggested website was created by children for children and contains some typographical errors.)

~Graveyard Biography:

Students will create a gravestone for an important person during the colonial era. Students should investigate the following information via the internet, textbook, library, and graveyard visits:

- Birth Date
- Death Date
- Age at Death
- Familial Life
- Colonial Contributions

Students should create a gravestone inscription and construct a visual representation of the gravestone including the researched information. (See resource packet for suggestions)

~Map Production:

Students will create a large-scale map representation of the locations of the European colonies.

Students should include:

- Geographic Location
- Natural Resources
- Habitats
- Wild Life

Students should include a map scale and compass on their visual representation.

~Colonial Brochure:

Students will create a brochure to attract settlers to one of the three major European colonies.

Students can choose between exploring the British, Spanish, or French colonies in the New World.

Using chapter 5 from the Harcourt Textbook as well as additional resources students should explore the following

- Reason for Settlement
- Government
- Natural Resources
- Climate
- Religion
- Agriculture
- Daily Life (ex. architecture, roles of the colonists, important people, etc.)

Each page should include a title, a written description in persuasive format, a page border, and colorful illustrations promoting your colony. Also include a map representation vividly pointing out the location of the colony you chose.

~Colonial Model:

In small groups students will create a three-dimensional model relating to the settlements of the colonial period. Using diagrams and information for the text (5-1, 6-1, 6-2) and additional resources students will explore the various components of a Spanish Mission, a New England town, or a Southern Plantation. Students should include bold labels for each component and a brief summary of the importance within their settlement. An oral presentation should be prepared to present their diagrams to the class.

~Puppet Show/Skit:

In small groups students will research the lifestyle of a historic person in Colonial Williamsburg. Using the Colonial Williamsburg website (www.history.org) the students will work in teams to research the daily life of an individual and the role they play within the settlement. Students will then create a historical fiction script based upon the research they have found and prepare to present the production to the class. Students should include a written script, puppets or costume, backdrop scenery, and other components necessary to tell their story.

~Assessments:

Informal daily observations

Writing conferences

Anecdotal notes (Guided Reading)

PBL's

Rubrics: Writing/Speaking rubric

Oral presentation-dramatization

Open-ended scoring rubric