

**Domain-Based Unit Overview**

**Title of Domain: Early Explorers and Settlers**

**Learning Time: 8 Days**

**Big Idea**

*Many of the first Europeans who came to the Americas were looking for economic opportunity. Others were looking for religious freedom.*

**What Students Need to Learn**

1. The story of Columbus's first voyage to the Americas in 1492
2. Spain's search for gold and silver in Mexico, Central America, and South America
3. The conquests of Cortes and Pizarro
4. How European diseases devastated Native American populations
5. The story of the Lost Colony and the founding of Jamestown
6. The beginning of slavery and development of plantations in the Southern Colonies
7. The Pilgrims' voyage on the Mayflower, their founding of Plymouth Colony, and the first Thanksgiving as a result of Native American help
8. The founding of Massachusetts Bay Colony by the Puritans

**MN Academic Standards**

1.4.2.4.1, 1.4.2.4.2, 1.4.1.2.1, 1.4.1.2.2, 1.2.4.5.1, 1.3.2.3.1, 1.8.2.2, 1.8.5.5

**Pre-Assessment**

Who questions (identification):

- Who was sent by Spain to control the land?
- Who was a leader of an emerging settlement?
- Who helped the settlers at Jamestown?
- Who were enslaved?
- Who was a Native American that spoke English and helped the Pilgrims?

Where questions (geography):

- Where did the first English settlement disappear from?
- Where did settlers capture slaves from?
- Where did the Pilgrims land?

Why questions (deeper thinking):

- Why did Spain and Portugal want to control Mexico, Central America, and South America?
- Why did the Puritans leave England?

<b>Domain Lesson 1</b>	The Conquistadors
<b>MN Academic Standards</b>	1.4.1.2.1, 1.4.1.2.2, 1.8.2.2
<b>Objectives</b>	SWBAT: state why conquistadors were sent to Mexico, Central and South America
<b>Vocabulary</b>	Explorers, voyage, the Americas, riches, conquerors/conquistadors, diseases, colonies
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Show cover of reader and explain we'll be learning about some early explorers and settlers that came to N., C. and S. America</li> <li>2. Read Chapter 1, pausing to explain vocabulary and show maps on AP 1.2,1.3, and 1.4 as well as ask and answer questions to further understanding</li> <li>3. Turn and talk: Why did conquistadors go to N., C, and S. America? What happened when they got there?</li> <li>4. Connect to previous learning on Maya, Aztec, and Incan populations through class discussion</li> <li>5. Distribute AP 1.1 for students to take home</li> </ol>
<b>Poetry</b>	<i>n/a</i>
<b>Nonfiction</b>	<i>Early Explorers and Settlers</i>
<b>Fiction</b>	<i>n/a</i>
<b>Saying and Phrases</b>	<i>n/a</i>
<b>Writing</b>	<i>n/a</i>

<b>Domain Lesson 2</b>	Queen Elizabeth and the Lost Colony
<b>MN Academic Standards</b>	1.4.1.2.1, 1.4.1.2.2, 1.8.2.2, 1.8.5.5
<b>Objectives</b>	SWBAT: state why Queen Elizabeth wanted to send explorers to the New World SWBAT: name the Lost Colony
<b>Vocabulary</b>	New World, ruler, settlers
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review main points from previous lesson using images on pages 2-5</li> <li>2. Read chapter 2: Queen Elizabeth and the Lost Colony, pausing to expand further and using AP maps to show locations</li> <li>3. Exit ticket: Why did Queen Elizabeth send explorers to the New World</li> <li>4. Activity: Show video: The Colonial Settlement That Vanished into Thin Air (2 mins.)</li> <li>5. Extension: Writing &amp; drawing prompt: What do you think happened to the people at Roanoke?</li> <li>6. Extension: YouTube song: Roanoke (Frozen's Let it Go parody)</li> </ol>

<b>Poetry</b>	<i>n/a</i>
<b>Nonfiction</b>	<i>Early Explorers and Settlers</i>
<b>Fiction</b>	<i>n/a</i>
<b>Saying and Phrases</b>	<i>n/a</i>
<b>Writing</b>	<i>n/a</i>

<b>Domain Lesson 3</b>	The English Travel to Virginia
<b>MN Academic Standards</b>	1.4.1.2.1, 1.4.1.2.2, 1.2.4.5.1, 1.8.2.2
<b>Objectives</b>	SWBAT: state why the English wanted to set up a colony in the New world
<b>Vocabulary</b>	Trade, traders, furs, lumber, pearls, supplies, passengers, on board
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review main points from previous lesson using pgs. 6-8 in student book to assist</li> <li>2. Read chapter 3: The English Ravel to Virginia, pausing to explain further as well as ask and answer questions</li> <li>3. Think-Pair-Share: What did King James and the English traders hope to find in Virginia?</li> <li>4. Activity: Sticky note storm, What might the English traders find in Virginia?</li> <li>5. Extension: YouTube song: Jamestown Colony (shut up and dance parody)</li> </ol>
<b>Poetry</b>	<i>n/a</i>
<b>Nonfiction</b>	<i>Early Explorers and Settlers</i>
<b>Fiction</b>	<i>n/a</i>
<b>Saying and Phrases</b>	<i>n/a</i>
<b>Writing</b>	<i>n/a</i>

<b>Domain Lesson 4</b>	John Smith and the Powhatan
<b>MN Academic Standards</b>	1.4.1.2.1, 1.4.1.2.2, 1.8.2.2
<b>Objectives</b>	SWBAT: state what happened to the settlers when they first arrived in Virginia
<b>Vocabulary</b>	Adventurer, natural leader, equal, swampland, mosquitoes, malaria, survived, crops
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review previously taught material using the student handbook as a tool</li> <li>2. Read chapter 4: John Smith and the Powhatan pausing to ask and answer questions as well as explain vocabulary</li> <li>3. Class discussion: how do you think the Powhatan Native Americans felt seeing Europeans arrive and settle on their land?</li> </ol>

	4. Activity: Video, <i>Meet the Powhatan</i> (7:37) 5. Activity: Video, <i>Historic Jamestown: An Insider's Guide</i> (4:18) 6. Extension: YouTube video: Jamestown Settlement (3:38) 7. Extension: YouTube song: Jamestown Colony
<b>Poetry</b>	<i>n/a</i>
<b>Nonfiction</b>	<i>Early Explorers and Settlers</i>
<b>Fiction</b>	<i>n/a</i>
<b>Saying and Phrases</b>	<i>n/a</i>
<b>Writing</b>	<i>n/a</i>

<b>Domain Lesson 5</b>	Enslaved people in the Colonies
<b>MN Academic Standards</b>	1.4.1.2.1, 1.4.1.2.2, 1.3.2.3.1, 1.8.2.2, 1.8.4.4
<b>Objectives</b>	SWBAT: explain why people from Africa were enslaved in the colonies
<b>Vocabulary</b>	Enslaved, tobacco plants, pipes, plantations
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review previously taught material using student readers as a tool</li> <li>2. Read chapter 5: Enslaved people in the Colonies pausing to ask and answer questions, as well as explain vocabulary</li> <li>3. Activity: Facts &amp; Feelings: have students get into pairs or groups and make a T chart about slavery, one column being fact, and one feelings. Use this to start a class discussion around slavery</li> <li>4. Activity: Book: <i>If You Lived When There Was Slavery in America</i> by Anne Kamma</li> <li>5. Extension: Book online: <i>The Other Side</i> by Jacqueline Woodson</li> </ol>
<b>Poetry</b>	<i>n/a</i>
<b>Nonfiction</b>	<i>Early Explorers and Settlers</i>
<b>Fiction</b>	<ul style="list-style-type: none"> <li>• <i>The Other Side</i> by: Jacqueline Woodson</li> <li>• <i>If You Lived When There Was Slavery in America</i> by: Anne Kamma</li> </ul>
<b>Saying and Phrases</b>	<i>n/a</i>
<b>Writing</b>	<i>n/a</i>

<b>Domain Lesson 6</b>	The Pilgrims Arrive in Plymouth
<b>MN Academic Standards</b>	1.4.1.2.1, 1.4.1.2.2, 1.4.2.4.1, 1.4.2.4.2, 1.8.2.2
<b>Objectives</b>	SWBAT: describe how Squanto helped the Pilgrims
<b>Vocabulary</b>	Hammocks, main deck, stormy weather, course, lose hope, feast
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review previous main points using the student reader as a tool</li> <li>2. Read chapter 6: The Pilgrims Arrive in Plymouth, pausing to elaborate, ask and answer questions, and show AP 1.4 (map)</li> <li>3. Think-pair-share: In what ways did Squanto help the Pilgrims?</li> </ol>

	<ol style="list-style-type: none"> <li>4. Activity: Virtual field trip: <i>17<sup>th</sup> Century English Village Field Trip: Plimoth Plantation (18:39)</i></li> <li>5. Activity: Compare/Contrast, in groups or as a class make a Venn diagram comparing life now to how the Pilgrims lived</li> <li>6. Extension: <i>Pilgrim Children Video (2:24)</i></li> <li>7. Extension: <i>The First Thanksgiving (4:56)</i></li> <li>8. Extension: Brainpop Jr.: Thanksgiving</li> <li>9. Extension: YouTube Song: The Pilgrims (by MrBettsClass)</li> </ol>
<b>Poetry</b>	<i>Thanksgiving Day by: Lydia Marie Child</i>
<b>Nonfiction</b>	Early Explorers and Settlers
<b>Fiction</b>	<i>n/a</i>
<b>Saying and Phrases</b>	<i>n/a</i>
<b>Writing</b>	<i>n/a</i>

<b>Domain Lesson 7</b>	The Puritans
<b>MN Academic Standards</b>	1.4.2.4.1, 1.4.2.4.2, 1.4.1.2.1, 1.4.1.2.2, 1.8.2.2, 1.8.5.5
<b>Objectives</b>	SWBAT describe why the Massachusetts Bay Colony was successful
<b>Vocabulary</b>	Worship, charter, townspeople, public schools, college, colonists
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review previous material</li> <li>2. Read chapter 7: The Puritans pausing to ask and answer questions, elaborate, and expand</li> <li>3. Activity: Video: <i>A Taste of Puritan Life (4:25)</i></li> <li>4. Activity: Partner draw and write: have students find a partner, each partner should draw what the Massachusetts Bay Colony looked like including details of food, jobs, etc., then have the partners switch and each needs to look at the others' picture and write a sentence the describes the drawing Choose a couple groups to share to the class</li> <li>5. Extension: YouTube song: Massachusetts Bay Colony (by MrBettsClass)</li> </ol>
<b>Poetry</b>	<i>n/a</i>
<b>Nonfiction</b>	Early Explorers and Settlers
<b>Fiction</b>	<i>n/a</i>
<b>Saying and Phrases</b>	<i>n/a</i>
<b>Writing</b>	<i>n/a</i>

<b>Domain Lesson 8</b>	Review Day/Celebration Day
<b>MN Academic Standards</b>	
<b>Objectives</b>	SWBAT review early explorers and settlers

<b>Vocabulary</b>	
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Take a picture walk through the reader to activate prior knowledge</li><li>2. Play Exploring the Americas Review Game (AP CA.1)</li><li>3. Replay past songs and/or videos children request or items missed during lessons</li></ol>
<b>Poetry</b>	
<b>Fiction</b>	
<b>Saying and Phrases</b>	
<b>Writing</b>	