Colonialism in America

Focus Unit

For Grade Five

By: Paige Koomler

Literacy Block

Professor Schilling
Colonialism in America
A Focus Unit for Grade 5
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FEATURED SELECTION:
Blood on the River: Jamestown 1607
By: Elisa Carbone


Summary: Brave and courageous 11-year-old Sam Collier is sent to an orphanage in England as a reprimand for theft. The young boy then embarks on a journey to the New World, employed as Captain John Smith’s page. With Sam as the narrator, this story goes into detail of life in the Virginia colony of Jamestown, including lifestyle, political unrest and the voyage to get there. Important characters such as Pocahontas will come into the story, and real life quotes are included in each chapter. Sam’s character development and change in perspective based on the demanding conditions in the colony creates a good historical fiction novel for fifth grade.

RELATED MATERIALS:


This story exhibits arguments between European settlers and Indians living in American territories. This will contribute to the student understanding of conflicts in this time period.

This is an informative picture book, that includes detailed pictures and statistics to help students better understand life in Jamestown. This will be helpful in this unit as the students will have diagrams and pictures to consult in addition to the text.


This book takes a look at the people who inhabited North America before Europeans began colonizing. This is helpful to show students another perspective during this time.


This book goes into further detail with specific conquistadors and colonized peoples in America in the 1600’s and 1700’s. It provides much more precise information about the topic.


This book is a collection of poems from the colonial time period, written from multiple perspectives. This will help students to begin to see the time from many viewpoints.

**GOALS:**

- Students will enjoy learning about the colonial time period in America.
- Students will develop a sense of where colonies were located in relation to their home.
- Students will practice looking at situations from multiple perspectives.
- Students will enhance their reading comprehension.
- Students will read a historical fiction novel based on real events and connect.

**SKILLS:**

- Students will develop a reflective writing style to show feelings and reactions.
- Students will increase their map reading skills.
- Students will improve reflective writing skills.
- Students will learn to use varied words.
- Students will expand their vocabulary.

**STANDARDS:**

History Standards:

5.1.5 Colonization and Settlements: 1607 to 1763. Explain the religious, political and economic reasons for movement of people from Europe to the Americas.

5.1.6 Colonization and Settlements: 1607 to 1763. Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances, as well as later broken treaties, massacres and conflicts over control of the land.

Geography Standards:
5.3.4 Places and Regions: Locate Native American Indian and colonial settlements on maps and suggest reasons for the locations of these places.

English Standards:

5.5.1 Write narratives that:
- establish a plot, point of view, setting, and conflict.
- show, rather than tell, the events of the story.

5.5.2 Write responses to literature that:
- demonstrate an understanding of a literary work.
- support statements with evidence from the text.
- develop interpretations that exhibit careful reading and understanding.

5.5.5 Use varied word choice to make writing interesting.

5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.

UNIT PLAN:

Pre-reading:

Students will be in groups of 4-5 to begin the pre-reading. Half of the groups will be instructed to create a K-W-L on Native Americans living in the Americas at the time of European colonization, while the other half will create a chart on the colonizers, people from European countries.

The class will then come together and on a large Venn diagram on the board, the teacher will fill in with the best offered facts from any of the three columns on their chart. Assessment will be based on participation.

Reading:

The teacher will read the first 20 pages aloud to the class, followed by an introductory grand discussion to set the tone for the time period. Students will read the book on their own, in sections each day. At page 100 and at the end of the story, the whole class will have teacher-led grand discussions, focusing on character development and connections made. After this section students will begin reading with partners. While reading, students will keep a reading log which will include questions or thoughts that come to mind.

Responding:

Immediately after finishing the story, students will summarize main important points or events in the story. Comprehension should be apparent from the summary of the big idea.

After reading the story, the students will create two journal entries. One of these will be from Sam’s, the main character, point of view, and the other will be from the view point of a Native American. These entries should include evidence from the text and use character’s feelings, emotions and motivations, and show that the student understands the story. They should also use variety of word choices to draw readers in, and a mini lesson will be included to show this.

Students will individually create a labeled character map of one of the main characters.
Detailed traits will need to be included, with evidence from the story.

Exploring:

To help create an understanding of why people living in England and related countries would want to move to America to colonize, students will examine a copy of the Mayflower Compact, which explains the thoughts of those aboard the Mayflower in 1620. Students will then create a brochure to encourage citizens in Europe to settle in America, including positives to doing so. Assessment will be based on creativity and solid reasons for colonizing. Students will present their brochure to the class also.

Students will examine a map of the colonies in the late 1600’s, and use their geography knowledge to compare colony location to current states. Also, they will need to be able to locate these on this map.


Applying

Students will illustrate one scene from a main event in the story, including a caption describing what is going on. They will need to be colored and neat.

Students will create a list of at least 5 interview questions that they would ask Sam if they met him in real life. These should be topics that the student actually wonders about or would like to know. Questions should show understanding and comprehension of the book.

In groups of 3, students will choose one early American colony, such as Jamestown, to research. Learn about the ways of life in this area and any other important information. They will pretend to be the leaders of the group taking over this area, and create a plan on what they will do once they arrive. Include areas involved, strategy and map of these areas.
**TIME SCHEDULE:** (90 minutes per day.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWL charts</td>
<td>Read pgs. 51-100 ind.</td>
<td>Read pgs. 101-150 partner</td>
<td>Read pgs. 151-200 partner</td>
<td>Read pgs. 201-256 partner</td>
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<tr>
<td>Venn diagram</td>
<td>Grand Discussion</td>
<td>Create Mayflower brochures.</td>
<td>Present brochures.</td>
<td>Grand Discussion</td>
</tr>
<tr>
<td>Discussion</td>
<td>Read Mayflower Compact</td>
<td>Minilesson on map reading.</td>
<td>Minilesson on map reading.</td>
<td>Summary of big ideas of the story.</td>
</tr>
<tr>
<td>Read pgs. 1-20 aloud</td>
<td>Read pgs. 21-50 individually</td>
<td>Make and label colonial maps.</td>
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**Day 6**
Minilesson on word choice and variety. Vocab.

Journal Entry #1 (Sam)

**Day 7**
Write interview questions for Sam.

Work on scene illustration.

Begin colony project in groups of 3. Research

**Day 8**
Minilesson on multiple perspectives.

Work on colony project. Write plan.

Journal Entry #2 (Native American)

**Day 9**
Choose one character to do a character map for. Work on.

Work on colony project. Draw map.

**Day 10**
Present colony projects to the class in groups.

Choose one writing activity to read aloud to the class.

Wrap-up discussion

**ASSIGNMENT CHECKLIST:**

All students should have these completed:

- _____ Read *Blood on the River* by Elisa Carbone.
- _____ Colonial map with colonies labeled correctly and colored.
- _____ Reading Log.
- _____ KWL chart. (One per group)
- _____ Summary of Big Ideas.
- _____ Mayflower Compact brochure.
- _____ Character map for a main character.
- _____ Journal Entry from Sam’s viewpoint.
Journal Entry from Native American viewpoint.

Scene illustration.

Interview questions.

Colony Project (groups of 3) (map, plan, research)