Northwest History Consortium

"Hello, nice to meet you. . . ."

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5th Grade

National Standard
Era 1: Three Worlds Meet (Beginnings to 1620) / Standard 2
Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

BACKGROUND

US-Encounter, Colonization, and Devastation

Essential Question(s):
• What is our history?

Guiding Question(s):
• How did the encounter between native and non-native peoples shape early colonization?

Extension Questions for Gifted Students:
• Why did Europeans want to settle in the Americas?
• Why were enslaved Africans brought to the colonies?
• Why did different European nations want to control North America and the Caribbean?
• Why was life different from one colony to another?

SCENARIO

You have been traveling on a ship for months. Leaving a familiar homeland, Europe, seeking adventure and a new way of life in the New World has brought about feelings of unknowing and nervousness. Each day you have put a slash in a stick to keep track of the days at sea. After the 10th stick is full, a seagull is spotted and land is near. What will we find when we come ashore?

There are signs of previous inhabitants. What are some ways that you would approach these natives in order to ease the tension? As you know from previous studies about Roanoke, Plymouth, and Jamestown, the lasting and successful colonies took into account and incorporated elements of civics, geography, history, and economics into their platforms and daily lives.

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TASK

As a group, discuss and build what you think would be a long-lasting settlement establishing all four elements.

- Quick-write everything and anything you know about the arrival of the Europeans at the New World shores.
    o Students (in groups of 3-5) will share their quick-writes.

- Fill in the "K" (know) column using your own knowledge and what you learned from others.
    o Class discussion/share out of "K" column (Is there anything you would like to add-on?)

- Then collaboratively complete the "B" and the "W" (Teacher will facilitate students by walking around the classroom and observe what conversations are taking place. If something poignant is heard, stop discussions and ask group to share out.)

- Teachers: Submerse students into a simulation of question and unknowing. Push all desks aside, put a foreign language video on the board, and tell the students that if they are right handed they will be writing left handed today and vice versa. Intentionally place students in a difficult situation. How does it feel?

- Teachers: Pass out the scenario and read as a class. Can you relate our simulation to the scenario?

- Teachers: Give students the opportunity to brainstorm, in their groups, the hypothesis and questions on how to set up a successful colony in the New World.

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KWLH Chart

B Hypotheses, ideas or hunches	K What is already known	W What you need or need to know – your questions	H How you will find your information – your POA	L What you learned

"Extended KWL Chart." Adapted from a handout created by Nan Lombardo, Washington State Coordinator for Teaching American History Institute.

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Group name: _____

PBL model steps:

1. **Read and analyze the problem scenario.**
2. **List hypothesis, ideas, or hunches.**
3. **List what you know.**
4. **List the unknown. Prepare a list of questions.**
5. **Plan the investigation.**
6. **Gather information.**
7. **Present the findings.**

Understanding the Problem

HYPOTHESIS: (Ideas or hunches)

1. _____

2. _____

3. _____

4. _____

5. _____

WHAT DO I ALREADY KNOW?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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WHAT IS THE LIST OF UNKNOWN? (Make a list of questions)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

GATHERING INFORMATION: (What facts did you find out to help you make your decision(s)?)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

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Books

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ASSESSMENT

Student groups will have a choice of several projects to complete in order to demonstrate their knowledge of early colonization including:

-PowerPoint presentation
-Research paper
-Play creation
-Any other creative ideas (present to the teacher for approval)

Projects will be evaluated using a presentation and group collaboration rubric.

Collaborative Work Skills: Collaboration Rubric
(Self and Group Members)

CATEGORY	4	3	2	1
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Focus on the task	Consistently stays focused on the task and what needs to be done. Other group members can count on this person.	Focuses on the task and what needs to be done most of the time. Needs some reminders or re-direction.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Problem-solving	Actively investigates and suggests strategies and solutions to problems.	Refines solutions and strategies suggested by others.	Does not suggest or refine strategies and solutions, but is willing to try out those suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Contributions	Routinely provides useful ideas when participating in the group. Makes a very strong effort.	Usually provides useful ideas when participating in the group. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group. May refuse to participate openly or by his or her actions.

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Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Reflection	Consistently monitors the group's alignment and performance with rubric criteria.	Often monitors the group's alignment and performance with rubric criteria.	Sometimes monitors the group's alignment and performance with rubric criteria.	Rarely monitors the group's alignment and performance with rubric criteria.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked or redone by other group members to ensure quality.	Provides work that usually needs to be checked or redone by others to ensure quality.

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