

Social Studies
Exploring the New World
5th Grade

State Standard(s): 5.2 Exploration and Conflict: 1000s-1600s

Explain the causes and conflicts associated with the exploration and settlement of North America.

Student Learning Objective(s): TSWBAT identify what motivated explorers to make such a dangerous and risky journey.

Materials:

- [Exploring the New World](#)

<https://docs.google.com/presentation/d/1oyAp8gJN1Oxs0pdQeu2lVpl8SSRkwsV6iy8oYzr9aV8/view?usp=sharing>

- [Guided Notes](#)

<https://docs.google.com/document/d/15JCBb8nyQHLPo8yrAUthZb8yw8nRpxxl4KPgTuMwzok/edit?usp=sharing>

- [Person Sort and Vocabulary Match](#)

<https://docs.google.com/document/d/1x3BChCy3aPahvMek0nRB-xbiWHASJ5GaKn5wN3C7LvQ/edit?usp=sharing>

- Glue
- Scissors

DAY 1:

ARK:

What would make you leave your home? Why do people move away from their homes?

Have students share their thoughts and ideas with their tables then call on a few students to share to the whole class.

What is something in your life that is so important to you that you would risk your life for? What is something you want in your life so badly that you would risk your life to get?

Allow for students to share

We do:

Teacher will pass out the [guided notes](#) to each student and explain that they will be filling this out as they read the text. Teacher will begin reading [Exploring the New World](#) as the class listens and follows along.

As we read, we are going to be looking for the motivations and values of the explorers.

What were they willing to risk their lives for? Why would they take on these journeys?

Emphasize the key ideas and thoughts often so students are on task.

Teacher will write the essential question on the board (*Why did the Europeans want to explore so badly?*)

Two do:

Students will continue reading the rest of the text (through The Norsemen from the North) with their table groups, taking notes in the [guided note packet](#), that are relevant to the essential question.

DAY 2:

Students will finish reading [Exploring the New World](#) and taking [notes](#) from the last class.

DAY 3:

You do/ISS:

After finishing the guided notes with their table groups, students will complete the [person sort and vocabulary match](#) on their own. They may use their notes and the book to help them. They will turn these in.