

<b>Content:</b> Social Studies	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 2 week (45 minutes each)
<b>Standard(s):</b> <u>Common Core Standards</u> CCSS: 5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS: 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <u>GDOE Standards</u> GDOE: 5.2.1 Sequence time lines of historical events studied. GDOE: 5.2.2 Observe and identify details in cartoons, photos, charts and graphs relating to a historical narrative. GDOE: 5.3.1 Use maps, globes, photographs, pictures, or tables to locate or recognize the following: lines of latitude/ longitude, continents, oceans, landforms, and water features.		
<b>Lesson Overview:</b> The focus of this lesson is to discuss a specific nation that will be part of the FESTPAC .	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Describe and identify a specific country for United Nations</li> <li>• Describe how people live and survive</li> <li>• Locate the country</li> <li>• Describe how a country has been influenced by outside settlers</li> </ul>	
<b>Vocabulary:</b> United Nations, FESTPAC	<b>Focus Question(s):</b> Why is United Nations an important day to celebrate?	

**Description of Lesson (Including Instructional Strategies):**
**Anticipatory Set:**
Think-Pair-Share

Teacher will ask, "What is United Nations?"

Students will think, pair with a partner, and share their ideas to one another. After a few minutes, teacher ask volunteers to present what they have discussed.

Teacher will ask students to write about what they would do if they and their families discovered a new land.

DAY 1

Teacher will discuss the importance and purpose of United Nations to the class.

- To maintain international peace and security
- To develop friendly relations among nations
- To achieve international co-operation in solving international problems of an economic, social, cultural or humanitarian character
- To be a centre for harmonizing the actions of nations in the attainment of these common ends

Teacher will introduce FESTPAC and what it is all about.

<https://festpac.visitguam.com/>

Day 2 & 3

The students will learn about a specific country found in the Pacific/Micronesia as part of the FESTPAC.

\* EASTER ISLAND or RAPA NU

- Teacher will discuss about the specific country and highlight the important events of it using a PowerPoint presentation

- Link: <https://www.youtube.com/watch?v=5yhnETtF64I>

Day 4 & 5

With the help of the teacher, students will create their own Moai, a stone statue found in the Easter Islands or Rapa Nu

Teacher will ask students, "How did the people of Easter Islands move the stone statue?"

Students will think, pair with a partner and share what they have discussed.

Link of Theories on How MOAI's walked: <https://www.youtube.com/watch?v=5yhnETtF64I>

Closure

Teacher will ask random students at the end of the class to reflect on what they have learned.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Outline:

- I. Easter Island was an isolated island found near Chile.
- II. Polynesians, with a use of a boat, settled in the land of Rapa Nu/Easter Island. The land was filled of vast resources. It included different types of birds, plant resources, and water animals.
- III. Because of the vast resources, the population grew to about 20,000 settlers over the years.
- IV. Moai, or stone statues, were made with the use of volcanic soil found in the land. The volcanic soil was easily manipulated because of its soft-like structure. Hence, a stone statue was created.
- V. It became a competition among families to create and make the biggest statue of all.
- VI. Overtime, the population has increased rapidly that resources depleted. The people of Easter Island then turned on each other causing cannibalism to occur.
- VII. Cannibalism caused an incredible decrease in Easter Island population. After awhile, the few survivors picked up what was left of their culture and started anew.
- VIII. With a small population, the people needed a leader to start again. That is when the Birdman Cult began. Each year the bird challenge occurs.
  - a. What is the mechanics of the challenge?
    - i. Each surviving tribe will appoint an athlete to compete in the challenge.
    - ii. The man who can successfully bring back a bird egg from an isolated small land near the Easter Island wins and his tribe will be the ruler of all the people for 12 months or 1 year.
- IX. After a few years, it seemed like the people of Rapa Nu population was rebuilding again, however everything changed when people of South and Central America started taking the people of Easter Islands to become their slaves in their plantations. Because of this, the Easter Island people eventually decreased (101 people) and died.
- X. Now, there are only a few individuals left with a connection or ties with the original population.

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Common Core Standards

- 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

GDOE Standards

- **Standard2: History:** Students learn how human beings view themselves in and over time

**Lesson Overview:**

The focus of this lesson is to discuss the important explorers who sailed in the Americas

**Lesson Objective(s):**

In this lesson, students will be able to

- Identify the explorers who sailed in the Americas
- Describe the importance of each explorers

**Vocabulary:** settlement, circumnavigate, explorer, epidemic, expedition conquistador, empire**Focus Question(s):** Why are explorers important part of our US History and Guam History?**Description of Lesson (Including Instructional Strategies):****Anticipatory Set:**

Think-Pair-Share

Teacher will ask, "Why did Europeans explore the world in the first place?"

Students will think, pair with a partner, and share their ideas to one another. After a few minutes, teacher asks volunteers to present what they have discussed.

DAY 1 &amp; 2

Before introducing the different explorers, discuss that Europeans was interested in getting richer in the process of exploring the world.

By: Trading different Asians items such as silks, spices, jewels, and porcelains.

However, they had an obstacle. Muslims own the lands used as trade routes for these items. Items are transported in caravans (group of people and animals with goods that travel from one place to another) or by Muslim boats.

Introduce: HENRY THE NAVIGATOR – he built a school in Europe for individuals who are interested in learning sailing and navigator

Teacher will discuss the important Spanish Explorers of the Americas (pg. 96-108)

- **Christopher Columbus**
- Pedro Alvarez Cabral
- Amerigo Vespucci
- Vasco Nunez de Balboa
- **Ferdinand Magellan**
- **Juan Ponce de Leon**
- Hernan Cortes
- Francisco Vasquez de Coronado
- Alvar Nunez Cabeza de Vaca
- Estavanico Dorantes

Teacher will give importance to Christopher Columbus and Ferdinand Magellan

Students will write important vocabulary terms and read aloud during discussion of Spanish explorers

Ask student, 5Ws and How Questions

1. Who are they? 2. What do they do? 3. Where did they go? 4. When did they go? 5. Why did they go? 6. How did they go there?

Day 3 &amp; 4

Teacher will review and discuss the different explorers during the The Great Age of Explorations (1400-1550)

Link: <https://www.youtube.com/watch?v=VHcxKFW51-Y>

Closure

Teacher will ask random students at the end of the class to reflect on what they have learned.

Guided Practice

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<b>Lesson Overview:</b> The focus of this lesson is to discuss the important of Jamestown and Pilgrims in the New World	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Describe who John Smith, John Rolfe, Pocahontas and the Pilgrims were</li> <li>• Explain why Jamestown succeeded</li> <li>• Explain why we now celebrate Thanksgiving</li> </ul>	
<b>Vocabulary:</b> charter, invest, stock, crop, cash crop, indentured servant, pilgrim, compact, and cape	<b>Focus Question(s):</b> Why did the British explore the world?	

<b>Description of Lesson (Including Instructional Strategies):</b> <b>Anticipatory Set:</b> <u>Cues and Questions for Prior Knowledge</u> Teacher will ask, "Who knows John Smith and Pocahontas? Explain who they are." Students will discuss these individuals as a group and present what they know about them. <u>DAY 1 &amp; 2</u> Students will do vocabulary terms on pg. 130 Teacher will discuss the following terms as the students read aloud. Students will read aloud Core Lesson 2: Roanoke and Jamestown Youtube Link: Pocahontas Virginia Company: <a href="https://www.youtube.com/watch?v=Ne2tzfxQ6T4">https://www.youtube.com/watch?v=Ne2tzfxQ6T4</a> Pocahontas Digging for Gold: <a href="https://www.youtube.com/watch?v=gFHym_W6vkE">https://www.youtube.com/watch?v=gFHym_W6vkE</a> Discuss the importance of Jamestown and why it succeeded. Introduce the individuals named John Smith, John Rolfe, and Pocahontas and what their roles were in shaping Jamestown. <u>Day 3 &amp; 4</u> Students will do vocabulary terms on pg. 136 Teacher will discuss the following terms as the students read aloud. Students will read aloud Core Lesson 3: New England Settlements. Review and discuss the first successful settlement in the New World (Jamestown) Discuss the importance of Pilgrims in North America's settlement and their relationship to the American Indians. Discuss that because of the relationship between Pilgrims and American Indians, we now celebrate Thanksgiving.  <u>Closure</u> Teacher will ask random students at the end of the class to reflect on what they have learned.  <u>Guided Practice</u> - Oral Questioning - Graphic Organizers  Formative Assessments - Cues and Questions - KWL Chart - Reflection Time  Accommodations/Modifications - One-to-One , Simplified Directions, Peer Tutoring
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