

**Understanding By Design – Backwards Design Process**  
(Developed by Grant Wiggins and Jay McTighe, 2002)

<b>Stage 1: Desired Results</b>	
<b>Unit 3: European Explorers and Settlements: Impact on life in North America</b>	
<b>STANDARDS:</b>	
<p>5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had. Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White</p>	
<p><b>Understanding (s)/goals</b></p> <ul style="list-style-type: none"> <li>• Students will learn about the various European Explorers coming to the Americas. The unit will explain the purpose of early explorers and settlers and their relationship with the Native Americans.</li> <li>• Students will compare and contrast European explorers and the early settlements.</li> <li>• In the Early European Explorer unit, students will learn about the world around them by exploring the many ways in which exploration and discovery influence history and the lives of people. The study of geography will continue to be woven into the unit, as students create and interpret maps and globes. The Explorer unit will spiral back to our study of Native Americans and students will incorporate previously learned concepts into new ideas about the explorers and their impacts on the Native American people.</li> </ul>	<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• The exploration and discovery of new lands shapes our world and the lives of people in it</li> <li>• The introduction of new people and cultures can oftentimes impact existing societies in both harmful and beneficial ways</li> <li>• Geography influences history and the lives of people</li> </ul> <p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is exploration?</li> <li>• Why do people leave the safety and security of their families, homes, and jobs to investigate new places?</li> <li>• In what ways can different cultures help or harm each other?</li> <li>• How did geography influence the routes and final destinations of the explorers?</li> </ul>

**Student objectives (outcomes):**

**SWBAT**

- Explain the reasons for European exploration
- Compare/contrast the aims, obstacles, and accomplishments of early explorers, Spanish explorers, and European explorers
- Make observations of the relations between Spanish settlers and Native Americans and English settlers and Native Americans
- Describe relations between French and Dutch settlers and Native Americans
- Locate on a map the routes of explorers including latitude and longitude

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

- Persuasive Poster:  
**Enduring Understanding:** The exploration and discovery of new lands shapes our world and the lives of people in it.  
**Description of Task:**  
Gear up! You will become one of the European explorers that we have studied thus far. It is necessary that you recruit sailors for your next exploration into the unknown world. Your task is to create a poster that will invite citizens to join the new exploration crew. You will produce an informative, colorful poster that will include motivations for joining an exploration, incentives, risks and future opportunities, and geographic features that might pose challenges to you and your crew on the expedition. Include maps of several of your past routes and discoveries as well as a map of your intended upcoming route

-Critics abound! Be prepared to provide an oral presentation for those citizens who doubt the exploration of unknown lands. Discuss elements of your poster and why you chose to put them on it. State specific reasons why you believe people should join your crew. Remember to speak clearly and loud enough so that citizens

**Other Evidence:**

- Describe the advantages and disadvantages of sailing west from Europe to Asia
- Make a foldable describing the early explorers, Spanish explorers, and European explorers
- Exit Card: List the three kinds of settlements that the Spanish built and why
- Write a narrative about life in Jamestown including the who, what, where, when, why, and how of the settlement
- Fill a map showing European land claims in North America labeling each region's main religion and language
- Traditional Unit Test

will hear your full message.

- **Magazine Article:**

Enduring Understanding: The introduction of new people and cultures can sometimes impact existing societies in both positive as well as harmful ways

Description of Task:

You are a writer for *Living History* magazine. You are hoping to have your editor publish an article that you will write on European explorers and the impact that they had on North America and its native people. In order to successfully write this article, you must go back in time and interview both a European explorer and a Native American tribe member. Your challenge is to determine how the explorers felt about arriving in the new land, as well as how the Native Americans felt about the explorers' arrival. Did the two groups of people share similar feelings? Different feelings? How do you know? In order to gather the most accurate material for your article, you and two classmates will need to act out the scenario between the explorer, the Native American tribe member and the interviewer.

-A successful job will result in a magazine article that clearly represents the view points of both the European explorers and the Native American people. Be sure to include the list of interview questions as well as an illustration. Remember to write in complete sentences, include a good title, and proofread your article.

Once the article is complete, you will need to fill out a proposal form stating why you believe your article should be published in *Living*

<p><i>History</i> magazine. Next, you and your classmates will come together to create one proposal, advocating for the publication of <i>all</i> of the articles and therefore the exposure of the many varying perspectives.</p> <ul style="list-style-type: none"><li>• <b>Postcards:</b> Create postcards of the early settlements of North America including a picture and reasons to settle</li><li>• <b>Talk Show Host:</b> Pretend you are a talk show host. Invite two explorers to interview, creating a dialogue that compares and contrasts the explorers.</li><li>• <b>WAX MUSEUM PROJECT:</b> See <a href="http://missdswebsite.weebly.com">missdswebsite.weebly.com</a> and look under Social Studies Tab Wax Museum Rubrics</li></ul>	
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**Stage 3 – Learning Plan**

<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"><li>• Use K-W-L to assess students’ prior knowledge and identify learning goals for the unit.</li><li>• Read Explorers Novels to accommodate various reading levels</li><li>• Create a “timeline map” of an explorer</li><li>• “Hands On Model Project” of explorer(see pictures on <a href="http://missdswebsite.weebly.com">missdswebsite.weebly.com</a>)</li></ul>
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