Grades: 3rd - 5th Grade
Lesson: 2
Unit: 2: American Indian land tenure history
Subject: Science
Additional Subject(s): English Language Arts; History/Social Studies
Achievement Goal: Study the arrival of Europeans on the North American continent. Explain the word “colonization.”
Time: One class period

Lesson Description:
Students learn about European colonization of North America through examining maps, conducting research, and constructing a timeline of events to be presented to and discussed with the class.

Teacher Background:
When Europeans explored the globe during the “Age of Discovery” and began to colonize the countries they had “discovered,” they did so for a number of reasons: to spread Christianity, to reap wealth through trade and exploitation of other countries’ peoples and natural resources, to increase geopolitical power over other European countries, and to acquire land.

This lesson will introduce students to the history of colonialism in North America and the European nations that began the colonization of the “New World.” The students will divide into five groups and research the colonization of North America by the following European nations: England, the Netherlands, France, Russia and Spain. The students will then present this information to the class and help construct a timeline of these nations’ presence in North America.

Standards:
This lesson aligns with Common Core standards RI1, RI3, RI5, RI6, RI9, SL1, SL2, SL4

3rd Grade

RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI6 Distinguish their own point of view from that of the author of a text.

RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.
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SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

4th Grade

RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
   A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   B. Follow agreed-upon rules for discussions and carry out assigned roles.
   C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5th Grade

RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI3 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.

RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Associated California Academic Content Standards
For general guidelines for aligning discussions and students’ oral presentations with English Language Arts Standards, see Using Lessons of Our California Land to Help Students Meet California State Content Standards.

History-Social Science
During this lesson, Grade Three students will discuss the interaction of new settlers with the already established Indians of the region (Standard 3.2.4). They will also research the explorers who visited their region and the newcomers who settled there (3.3.1). In addition, teachers can encourage students to describe the economies established by settlers and their influence on the present-day economy, emphasizing the importance of private property (3.3.2).

During the lesson Grade Four students can describe aspects of the social, political, cultural, and economic life and interactions among people of California from pre-Columbian times through the Gold Rush and also during the periods of immigration and migration up to the year 1900 (Standards 4.2, 4.3, and 4.4.2, and 4.4.3).

The lesson also provides Grade Five students with the chance to describe pre-Columbian settlements, to trace the routes of early explorers, to describe early explorations, to describe the cooperation and conflicts between American Indians and new settlers, and to understand aspects of the evolution of political, religious, social, and economic institutions during the various colonizations of what became the United States and the State of California (Standards 5.1, 5.2, 5.3, and 5.4).

Science: The studies of changes in American Indian homelands during this lesson can provide students with insights into the effects of environmental changes on plants and animals (Life Sciences Standard 3 in both Grade Three and Grade Four).

Teacher Preparation Resources:
- Review the maps and websites listed in the Lesson Resources section.
- Set up internet access for at least five groups of students or print out the sections on the British, Dutch, French, Russian and Spanish colonization of North America found at the Teacher’s Paradise website listed in the Lesson Resources section.
Student Activity:

1. Show the students the “Age of Discovery: 1340-1600” map. Discuss European expansion at this time. Discuss with the students the motivation behind this expansion.
2. Have the students examine the “European Expansion” in North America map.
3. Divide the students into five groups. Assign to each group the task of researching the colonization of North America by one of the following European states: England, the Netherlands, France, Russia, Spain.
   - Their research should include when the first colony of this state was founded, where this colony was located, the names of other important colonies, the purpose of these colonies or the activities they launched in the “New World,” conflicts or cooperation with indigenous groups, the dates and names of wars or agreements with other European nations, and when the state abandoned colonization activities in North America (if ever).
   - Students also include their research on the local region and on California’s colonization by Spain and Russia. Attention should be given to the dates and details of the transitions to rule by Mexico and, later, the United States, (keeping in mind that, from the perspective of California Indian people, Mexico and the United States are colonial powers). In the case of the North Fork Mono Tribe, a few Spanish explorers visited Mono homelands and Spanish missions and Mexican ranchos affected Mono trade partners to the west, but the arrival of significant numbers of United States citizens during the Gold Rush of the 1850s marked the first extensive, direct contact of the Tribe with a colonial power. For examples of the differing “ecological footprints” in California of Russian and Spanish colonizers, see the article by Field and Leventhal listed in the resource section below.
4. After the groups complete this research, ask them to present the information they have found to the rest of the class. As the students are speaking, construct a timeline on the board with the important dates noted by the students in their presentations.
5. Ask the students to compare the motivations of the Europeans to explore and colonize lands with what they know about the traditional values certain American Indian tribes had in connection with the use and occupation of their land. For discussion starters, see the Chart of Cultural Comparisons listed in the Lesson Resources section. Guide a discussion to help the students identify the basic conflicts between Europeans and Natives over how the land was viewed and used. Be sure to distinguish differences between different European states and the ways they attempted to colonize North America. Ask students to define and describe colonization in their own words.

Evaluation:

1. Evaluate the students’ research to determine if they understand that North America was colonized by different European countries.
2. Evaluate how the students work together in groups to research colonization. Observe individual participation.
3. Evaluate students based on the California Standards and Achievement Goal for this lesson.

Lesson Resources:

- [Colonial America](#): An Encyclopedia for Integrating U.S. History with Literature in Grades 3-8
- [University of Texas Online Map Library](#)
- [Stock Map Agency](#)
- Field, L.W., & Leventhal, A. (2003). “*What must it have been like!*” Critical considerations of precontact Ohlone cosmology as interpreted through central California ethnohistory. Wicazo Sa Review, 18(2), 95-126
- [Ron Goode’s History of Central California](#)
- [Chart of Cultural Comparisons](#) compiled by North Fork Tribal Chairman Ron Goode
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- Age of Discovery: 1340-1600 map
- European Exploration in the U.S., 1513-1776 map
- Russian Colonization maps and information
- Information on colonialism and colonization at Nationmaster.com

Source URL: http://www.lessonsofourland.org/lessons/european-colonization-north-america

Links:
[12] http://www.lessonsofourland.org/flag/unflag/recently_viewed/390?destination=printpdf/390&amp;token=5Vm2psPCz_HSnDDu5kTmuPOL1_Q6mGjvj_DTxD7SFtE