



Grade 5 Social Studies - Unit 1 - Migration & Settlement

Unit Focus

This Grade 5 unit takes students on a journey through the early history of the United States, exploring the lives, cultures, and achievements of Native American tribes, European explorers, and the first colonies. Students begin by investigating the diverse regions and cultures of Native Americans, analyzing how geography shaped daily life, from food and shelter to recreation and social roles. They develop research and organizational skills by using text features to gather information, and they practice note-taking through structured graphic organizers. Through hands-on activities, gallery walks, and trade fair simulations, students deepen their understanding of cultural exchange, resourcefulness, and the ways communities adapt to their environments.

As the unit progresses, students examine the Age of Exploration, studying figures such as Cabot and De Soto, and engaging in critical thinking about the impact and legacy of explorers. They refine their skills in identifying claims, supporting evidence, and creating organized presentations to communicate historical ideas effectively. The unit culminates in an immersive exploration of the 13 colonies, including Connecticut, where students research governance, early settlements, and the experiences of enslaved peoples. Through map activities, collaborative projects, and a summative travel brochure, students synthesize their learning, connecting geography, history, and culture to develop a rich understanding of the foundations of early America.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core English Language Arts: 5</p> <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RI.5.1) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS.ELALITERACY.RI.5.2) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS.ELA-LITERACY.RI.5.4) 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. (CCSS.ELA-LITERACY.RI.5.5) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS.ELA-LITERACY.RI. 5.6) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS.ELALITERACY.RI.5.7) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p> <p>T2 Apply historical knowledge while engaging in an iterative process of researching, creating, and refining a product so that it effectively communicates meaning to a specific audience for a clear and purposeful goal.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 People migrate and settle where there is greater access to natural resources and favorable geographic features.</p> <p>U2 Early interactions with colonists and indigenous peoples varied by context and place.</p> <p>U3 The transatlantic slave trade emerged as a result of European exploration and settlement patterns.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How did the movement of Indigenous peoples influence their cultural and social development?</p> <p>Q2 How did the exploration of Europeans impact historical developments during this era?</p> <p>Q3 What were the economic, political, and social impacts of colonization on the Americas?</p>

Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS.ELALITERACY.RI.5.8) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS.ELA-LITERACY.RI.5.9) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) (CCSS.ELA-LITERACY.W.5.4) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (CCSS.ELALITERACY.W.5.6) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS.ELA-LITERACY.W.5.8) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELALITERACY.SL.5.2) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS.ELALITERACY.SL.5.3) 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. (CCSS.ELALITERACY.SL.5.4) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS.ELA-LITERACY.SL.5.5) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (CCSS.ELA-LITERACY.SL.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (CCSS.ELA-LITERACY.L.5.6) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS.ELA-LITERACY.W.5.1.A) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS.ELALITERACY.W.5.1.C) 	<p>U4 Migration, exploration, and settlement created instances of conflict within and across groups.</p> <p>U5 As a result of the movement of people, goods and ideas cultural diffusion took place.</p> <p>U6 Global trade networks created colonial economic growth and varied specialization by region.</p>	
Acquisition of Knowledge and Skill		
Knowledge		Skill(s)
<p><i>Students will know...</i></p> <p>K1 The possible causes and effects of the migration of Indigenous peoples.</p> <p>K2 The possible causes and effects of the forming of Native Nations in North America.</p> <p>K3 How natural resources are connected to where people settle using an Atlantic and Pacific world example.</p> <p>K4 The causes and effects of European exploration of the Americas.</p> <p>K5 The causes and effects of the European settlement of the Americas.</p> <p>K6 How the cultures and experiences of specific groups influence their perspective on a time period.</p> <p>K7 How different cultures have their own expertise and contribute to the development of settlements.</p> <p>K8 How a community's knowledge is built by various cultures</p> <p>K9 How gender roles can be different from other communities.</p> <p>K10 How gender roles can be different within a given community.</p> <p>K11 How to use maps to explain the relationship between the location of the New</p>		<p><i>Students will be skilled at...</i></p> <p>S1 Explaining possible causes and effects of migration of Indigenous peoples and the formation of Native Nations by using maps and primary source material such as archaeological evidence.</p> <p>S2 Describing how natural resources show where settlements are located through the analysis of maps that represent both the Atlantic and Pacific worlds.</p> <p>S3 Describing the causes and effects of European exploration and settlement using timelines and graphic organizers.</p> <p>S4 Explaining how the cultures and experiences of specific groups influence their perspective on a time period using inquiry strategies as well as primary and/or secondary sources.</p> <p>S5 Explaining how different cultures have their own expertise and contribute to the development of settlements using a graphic organizer.</p> <p>S6 Explaining how a community's knowledge is built by various cultures using various sources and evidence.</p>

Stage 1: Desired Results - Key Understandings

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS.ELA-LITERACY.W.5.2.B)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-LITERACY.W.5.2.D)
- 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. (CCSS.ELALITERACY.SL.5.1.A)
- Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS.ELALITERACY.SL.5.1.B)
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS.ELA-LITERACY.SL.5.1.C)
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS.ELA-LITERACY.SL.5.1.D)

Connecticut Elementary and Secondary Social Studies Standards (2023)

Grade 5 - United States History I

- Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States History. (5.Inq.1.a)
- Explain how supporting questions help answer compelling questions in an inquiry about United States history. (5.Inq.1.b)
- Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content. (5.Inq.2.a)
- Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources. (5.Inq.3.b)
- Use evidence to develop claims in response to a compelling question by using evidence related to early United States history. (5.Inq.3.c)
- Construct arguments using claims and evidence from multiple sources about United States history. (5.Inq.4.a)
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. (5.Inq.4.b)
- Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence). (5.His.14.a)
- Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade). (5.His.14.b)

England, Middle, and Southern colonies and the environmental characteristics of the region.
K12 The role of money and currency in trade during the Colonial Era.

K13 How the Fundamental Orders of Connecticut represented new ideas about government.

K14 Examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions.

K15 The reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies.

K16 How the skills and strengths of the African Diaspora influenced economic specialization in the colonies.

K17 How to describe resistance movements, both individual and group, against oppression in the Colonial Era.

K18 About Connecticut’s connection to the transatlantic slave trade.

K19 How political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era.

K20 How to to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era.

S7 Describing how gender roles can be different from other communities and among a community using teacher models.

S8 Using maps to explain the relationship between the location of the colonies and their environmental characteristics in each region through annotation.

S9 Describing the role of money and currency in trade during the colonial era through reading primary and secondary sources.

S10 Explaining how the desire for global power and influence led to exploitation among nations and their colonies through an examination of the Transatlantic network.

S11 Summarizing examples of new ideas about government found within the Fundamental Orders of Connecticut by utilizing close reading and annotation protocols.

S12 Identifying examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions using multiple pieces of artifacts.

S13 Comparing the reasons for different areas of specialization and trade among individuals and businesses using data charts, maps, and written sources.

S14 Describing resistance movements, both individual and group, against oppression in the Colonial Era through different case studies.

S15 Explaining Connecticut’s connection to the transatlantic slave trade using various primary sources.

S16 Comparing how political systems were used to make rules that establish community leadership and protect freedoms for various

Stage 1: Desired Results - Key Understandings

- Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration (e.g., cultural norms, political beliefs, trade motives, exploitation). (5.His.5.a)
- Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting). (5.Geo.4.a)
- Describe gender roles within and among Black, Indigenous, and European communities in early United States History. (5.Civ.6.a)
- Use maps to explain the relationship between the location of the New England, Middle, and Southern colonies, and the environmental characteristics of each region (e.g., New Amsterdam, New France, Jamestown, Plymouth, Saint Augustine). (5.Geo.2.a)
- Summarize how the Fundamental Orders of Connecticut represented new ideas about government (e.g., enfranchisement, representative government, consent of the governed). (5.His.9.a)
- Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines). (5.Eco.3.a)
- Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes). (5.Eco.4.a)
- Use evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era (e.g., Pequot War, Connecticut Witch Trials, Charter Oak). (5.His.16.a)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

groups in the Colonial Era using graphic organizers.
S17 Using evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era as a result of an inquiry.