

Lesson 1: From Exploration to Colonization

Big Ideas of the Lesson

- During the Age of Exploration, European countries began to claim land in the Americas and form colonies.
- Both push and pull factors caused people to move from Europe to settle in these new colonies.
- The Spanish began a colony in the Americas known as New Spain.
- Both Native Americans and Africans were enslaved by the Spanish to work in mines and on plantations in the colony.
- Not long after the founding of New Spain, other European countries began to compete for their own colonies in the Americas.

Lesson Abstract:

In this lesson, students examine how European exploration of the Americas led to European settlement in the region. Students first explore how push and pull factors impact human migration and then examine these factors in relationship to Spain. By creating a sequence organizer they analyze the growth and development of New Spain and its impact on Native Americans and Africans. Finally, they briefly explore the development of New France and European competition over North America.

Content Expectations

5 – *U1.2.2* Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

4 - *G4.0.1* Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

Common Core State Standards:

RI.5.7: 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.

Key Concepts

colonization
migration
push and pull factors
settlement

Instructional Resources

Equipment/Manipulative

Chart paper
Glue or glue sticks
Overhead projector or document camera/projector

Scissors
White construction paper
World Map or map of the Western Hemisphere

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pages 61-71.

Virtual Tours of St. Augustine: Castillo de San Marcos. 5 Oct. 2011
<<http://www.augustine.com/history/walkingtour.php?tour=5>>.

Teacher Resource

Castillo de San Marcos. National Park Service Website. 5 Oct. 2011 <<http://www.nps.gov/casa/>>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 1)*. Teacher-made material. Oakland Schools, 2012.

Fray Francisco Ximenez, *Historica de la Provincia de San Vicente de Chiapas y Guatemala de la Orden de Precicadores, Prologo del Lic. Antonio Illacorta*, 1929.

St. Augustine History and Information. Old City.com. 5 Oct. 2011 <<http://www.oldcity.com/history-information.cfm>>.

Lesson Sequence

Teacher Notes:

- Before you begin this Unit on Colonization and Settlement you may wish to assign students a biography project that students can be working on independently throughout this and the subsequent units of fifth grade. Please refer to the "Biography Cards" located in the *Supplemental Materials (Unit 3, Lesson 1)* for suggestions for important historical figures. These cards can be cut apart and assigned to students. A "Biography Report Assignment Sheet" has also been included in *Supplemental Materials (Unit 3, Lesson 1)* for you to give students. Students should be prepared to do their oral presentation on their assigned person during the appropriate unit and lesson.
 - This lesson should be supplemented with material from a fifth grade social studies textbook such as the one listed in the student resources (*America's Past*, Social Studies Alive Program). Use pages 61-71 in this book or a similar selection in another fifth grade book.
1. Using the large wall timeline you began in Unit 2, explain that Unit 3 will roughly cover the time period from 1500 to 1650. Note that a sample of the wall timeline has been included in the *Supplemental Materials (Unit 3, Lesson 1)*.
 2. Display "The Questions of History" located in the *Supplemental Materials, (Unit 3, Lesson 1)* and review these questions and how historians use historical evidence to answer them. Using Word Cards #1 and #2, review the terms "primary source" and "secondary source" with students by having them engage in a quick write. Using a scrap sheet of paper, have students write down what they know about primary and secondary sources. Discuss students' thoughts

with the class and remind students that it is important for historians to look at both kinds of sources.

3. Display the “Mystery Source” located in the *Supplemental Materials (Unit 3, Lesson 1)*. Read the passage out loud to the class and work as a group to interpret difficult terms. Ask students to identify whether the mystery source is a primary or secondary source. Discuss student responses and guide students to the idea that this is a person’s actual words about an event and therefore a primary source. Guide a discussion about the source using the following questions:
 - Who do you think wrote it?
 - When did the author write it?
 - What was the author describing?
4. Explain that this source was written by a priest named Father Tomas de la Torre in 1644. It describes his journey across the Atlantic when he came to live in what had become New Spain in North America. Review the source again and ask students to summarize what his journey was like. Explain that people who came to settle in the Americas usually experienced a similar journey. They were also headed to an area they knew little about. Ask students the following question: If the journey was so difficult and uncomfortable, why did people go? Discuss student responses and guide students to the idea that different factors pulled people to the Americas despite the difficult journey. Other factors worked to ‘push’ people away from Europe and toward the Americas.
5. Explain to students that there are many reasons why people move to new places. Some of these reasons have to do with problems they find in their current location. Using Word Card #3, explain that these are called “push factors.” Ask students to think of reasons or circumstances that might propel or push people out of that place. Some answers might include poverty, disease, war, or unemployment.
6. Explain to students that some reasons people leave their homeland to live in another place has to do with what that new location has to offer. Using Word Card #4, explain that these are called “pull factors” because they exert a positive attraction or pull people to a location. Ask students to think of some reasons that might draw others to move to a particular place. Answers might include a nicer place to live, job opportunities, family, or adventure.
7. Divide students into pairs and give each pair a set of the “Push or Pull?” cards, located in the *Supplemental Materials (Unit 3, Lesson 1)*. Explain that partners should work together to read the cards and divide them into two piles: one showing push factors and one showing pull factors.
8. Give students time to read and classify the cards. Choose one or two pairs to share how they classified the cards and see if other pairs agree. Note that the correct classification is as follows:
 - **Push Factors:** Cards 2,4,5,7
 - **Pull Factors:** Cards 1,3,6,8

9. Explain that the cards can be furthered classified into four large categories that are related to both push and pull factors. Ask students to read Cards 1 and 3 and to think of the concept that both deal with. Discuss student ideas and guide them to understanding that both of these cards deal with 'Population.' Have students reclassify the remaining cards into pairs and come up with a concept label for each pair. Give students time to work and then discuss how they classified and labeled the pairs. Note that correct answers are as follows:
- **Cards 2 and 6:** jobs or employment
 - **Cards 3 and 4:** freedom
 - **Cards 7 and 8:** land/natural resources
10. Have students create a T-chart in their social studies journal labeled 'push factors' on one side and 'pull factors' on the other. Have them add at least three things to each side of the chart. Note that possible answers include:
- **Push:** lack of jobs, no chance to own land, overpopulation, lack of freedom
 - **Pull:** land to own, small population, jobs, the hope of freedom
11. Review with students what they have learned about Christopher Columbus and Spanish exploration in the previous unit. Using Word Card #5, explain that the Spanish began to claim the land and create colonies where they had explored. Soon after, this was repeated by the French, English, and Dutch. Ask students the following question: What would Spain need to do in order to effectively claim land in the Americas? Discuss student responses and guide students to the following ideas:
- Spain needed to take the land away from Native Americans who lived there.
 - Spain needed to get settlers to move from Spain to its new lands in the Americas.
 - Spain needed to build settlements and forts to protect its newly claimed land.
12. Using Word Card #6, explain that the Spanish colonies in the New World were the first European settlements to flourish there. By the mid 1500s New Spain, as the colony was called, boasted cities, universities, and printing presses. Share the following information about New Spain:
13. Explain that both push and pull factors played a role in the development of Spanish settlement in New Spain. Share the following information:
- **Push Factors:** Spanish settlers came from a country where good land was scarce and most people had little or no chance of owning their own farm. Many people in Spain were poor and had little chance of changing their situation. There had been a series of poor harvests, famines and plagues in Spain. Taxes were high.
 - **Pull Factors:** The silver and gold of New Spain drew settlers hoping to become wealthy. Land was available in New Spain. Catholic missionaries were drawn to New Spain hoping to serve God by converting the Native Americans to their religion.
14. Based on your discussion from Step 13, have students add additional factors to the T-chart they began in Step 10. Note that possible additions include:
- **Push:** poverty, disease, shortage of food, high taxes
 - **Pull:** riches like silver and gold, the chance to convert others to your religion

15. Give each student a set of the “Growth of New Spain” Organizer Pieces and a copy of the “Sequence Organizer”, located in the *Supplemental Materials, (Unit 3, Lesson 1)*. Explain that when these pieces are put in the correct order, they describe the sequence of events that led to the growth of New Spain. Use Word Card # 7 to explain the term ‘plantation’ so students understand the use of the term on the sequence chart. Have students cut out the pieces and glue them in the correct order on the sequence organizer. Note that a “Completed Organizer” has been included in the *Supplemental Materials (Unit 3, Lesson 1)*, for you to use in assessing the student organizers. Note that this activity can be assigned as homework.
16. Discuss with students the sequence shown on the organizer and how the colony grew and changed. Use the following questions to guide your discussion:
- Why do you think Spanish settlers moved to Caribbean Islands first?
 - Why did settlers concentrate on farming cash crops?
 - What effects did Spanish settlement have on Native Americans?
 - What long-range consequences were likely to result from the importation of enslaved Africans to New Spain?
 - How do you think other European countries felt about Spanish settlement in New Spain?
17. Explain that as Spanish missions, cities, settlements, and plantations grew in New Spain, other European countries became very interested in beginning their own settlements in North America. For example, the French tried to settle along the northern coast of what is now Florida in the early 1560s. The Spanish saw this as a threat and destroyed the colony in 1565.
18. Using Word Card #8, explain that the Spanish decided they needed more forts to protect New Spain from the French as well as other Europeans. In 1565 the Spanish built St. Augustine, the first town built by Europeans in the present-day United States. Share the following information about this settlement:
- St. Augustine was built originally with a wooden fort. It served as a base for a long chain of missions that branched along the coast and into the interior.
 - St. Augustine also grew as a trade center.
 - The Spanish realized that wooden forts often burned or were washed away by storms. Since the French and English were still a threat in the area, the settlers decided to build a stone fort at St. Augustine.
 - This fort, the Castillo de San Marcos, was begun in 1672 and finished in 1695. (Show students illustrations of “The Castillo de San Marcos” located in the *Supplemental Materials (Unit 3, Lesson)*).
 - Seven years after it was built, the British attacked the fort. Cannon balls just bounced off the walls of the strong fort. It was not until many years later that the British took over St. Augustine and the fort.
19. Give each student a copy of the “Timeline”, located in the *Supplemental Materials (Unit 3, Lesson 1)* and guide them in adding the founding of St. Augustine in 1565 to the timeline. Explain that they will continue to add events to this timeline throughout this unit so they should keep it in their social studies folder. Note that a “Completed Timeline” has been included in the *Supplemental Materials (Unit 3, Lesson 1)* for teacher use. It contains all the events that will be added during various lessons of the unit.

20. Explain that after losing their small colony in what is now Florida, the French began to make claims in what is now Canada. Ask students to think back to what they learned in third grade about French connections to Michigan history and jot down a few things they remember in their social studies journals. Give students time to think and write. Then, discuss some of the things they remember. It is likely that some students will remember that a fur trade grew between Native Americans and the French. If students have difficulty remembering, ask prompting questions until students begin to remember this fact. Explain that the fur trade ended up being nearly as valuable to the French as the discovery of gold was to the Spanish. The fur trade led to expanded French settlement in northeastern North America. This region became known as New France.
21. Using a world map or map of the Western Hemisphere, point out the areas of New Spain and New France around 1650. Explain that in the next lesson, students will explore how people came to settle in the area along the Atlantic Ocean between these two regions.

Assessment

An assessment has been included in the *Supplemental Materials, (Unit 3, Lesson 1)*, in which students identify causes and effects of the founding of the colony of New Spain and describe push and pull factors that caused Europeans to settle in the Americas.