



**Literacy Design  
Collaborative**

# PA Natives and European Settlers: The Impact of Colonization

★ TASK

by Becky L. Culbert and Danielle M. Panton

Students explore the relationship between PA Native Americans and early European settlers

GRADES

**4 - 5**

DISCIPLINE

 **Social  
Studies**

COURSE

**Any**

PACING

 **N/A**

# *Section 1: What Task?*

## ***Teaching Task***

### ***Task Template 4-5.12 - Informational or Explanatory***

What were the effects of European colonization on the Native Americans in Pennsylvania? After reading the selected articles and textbook, write an essay in which you describe the impact of colonization on Pennsylvania natives. Support your response with evidence from the text/s. Include two or more examples from the text/s in your response.

## ***Standards***

### ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

#### **L.5.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **L.5.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### **L.5.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

#### **RI.5.1**

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

#### **RI.5.2**

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### **RI.5.4**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### **RI.5.10**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

## W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### ***Custom Standards***

## CC.1.1.4.D

Know and apply grade-level phonics and word analysis skills in decoding words.

## CC.1.1.4.E

Read with accuracy and fluency to support comprehension:

## CC.1.2.4.B

Refer to details and examples in text to support what the text says explicitly and make inferences.

## CC.1.2.4.C

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

## CC.1.2.4.I

Integrate information from two texts on the same topic to demonstrate understanding of that topic.

## CC.1.2.4.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

## CC.1.4.4.G

Write opinion pieces on topics or texts.

## CC.1.4.4.H

Introduce the topic and state an opinion on the topic.

### CC.1.4.4.I

Provide reasons that are supported by facts and details.

### CC.1.4.4.J

Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

### CC.1.4.4.K

Choose words and phrases to convey ideas precisely.

### CC.1.4.4.L

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

## ***Texts***

🔗 **European Settlement Slideshare. (student)**

🔗 **European Colonization of the Americas. (student)**

🔗 **Article for enrichment. (student)**

🔗 **Learn the Effects of Colonization on the Native Population of North America. (student)**

📖 **Pennsylvania: Adventures in Time and Place. (student)**

Banks, J.A. (2000). Pennsylvania: Adventures in Time and Place. New York, NY. McGrawHill.

📖 **Pennsylvania: Our Home. Donley, S.K. (2012). Pennsylvania: Our Home. Layton, UT. Gibbs Smith Publisher. (student)**

Donley, S.K. (2012). Pennsylvania: Our Home. Layton, UT. Gibbs Smith Publisher.

## Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Introduces the topic and an unclear main idea.	Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea with a <b>consistent focus</b> on the main idea.	Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.
<b>Use of Sources</b>	Includes <b>few</b> relevant details from sources.	<b>Summarizes, paraphrases, or quotes relevant</b> details from sources with <b>minor inaccurate or incomplete elements</b> . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources. Includes a complete list of sources.
<b>Development</b>	Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes <b>relevant</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) <b>that help develop the main idea</b> .	<b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
<b>Organization</b>	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, <b>with a clear beginning, middle and end</b> . <b>Uses transitions (e.g., another, for example, also, because) to connect information</b> .	Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect <b>or compare</b> information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion. <b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
<b>Conventions</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing. Uses language and domain-specific vocabulary <b>with minor errors</b> .	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level</b> .
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

### ***Background for Students***

This project occurs within a unit on Native Americans and early European Settlers in Pennsylvania. Students will learn and describe how the European Settlers impacted the Native Americans by breaking promises, stealing land, introducing them to diseases and creating conflict among the native nations.

### ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ACTIVE READING:** Ability to identify the central point and main supporting elements of a text.

**ESSENTIAL VOCABULARY:** Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

### ***Transition to Writing***

**BRIDGING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**CONTROLLING IDEA:** Ability to establish a controlling idea and consolidate information relevant to task.

**PLANNING:** Ability to develop a line of thought and text structure appropriate to an information/explanation task.




**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.







**EDITING:** Ability to proofread and format a piece to make it more effective.

**COMPLETION:** Ability to submit final piece that meets expectations.



## Section 3: What Instruction?


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	<b>TRUE OR FALSE ANTICIPATION GUIDE</b> <ul style="list-style-type: none"><li>Students will walk around the room and look at written statements about the relationship between Native American and European settlers.</li><li></li></ul>	Not Provided	<ul style="list-style-type: none"><li>Students will make a prediction if each statement is true or false and why.</li><li>After you have reflected on each, see what your peers have written.</li><li>Teacher will lead a discussion of the items and reveal at the conclusion that each statement is true!</li><li>Students will share reactions to the true statements.</li></ul>
	Additional Attachments:  <b>Task Engagement Sheet</b>			
20 mins	<b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>SHORT QUESTIONS RESPONSE</b> Analyze the prompt and break it down so you have a full understanding of the task	Not Provided	<ul style="list-style-type: none"><li>Share the prompt by handing out the Task Analysis Sheet</li><li>Analyze specifics by asking,<ul style="list-style-type: none"><li>What will you have to do to successfully answer the prompt?</li><li>What do you need to learn to be able to do this?</li><li>What parts of this seem easy/hard?</li></ul></li><li>Show students an argumentative essay example (Grade 6-Alexander the Great example)</li><li>Give students the rubric for the task and briefly discuss it</li><li>Begin a class T chart for positive and negative impacts of European colonization</li></ul>
	Additional Attachments:  <b>Task Analysis Sheet</b>  <b>Alexander the Great Example</b>			
Reading Process				
1 hr	<b>ACTIVE READING:</b> Ability to identify the central point and main supporting elements of a text.	<b>NOTES</b> What are the most important points in the reading that connect to the task?	Not Provided	Days 1- <ul style="list-style-type: none"><li>Groups of students will use post it notes to walk through the text, Pennsylvania- pages 80-83</li><li>Using the post it notes as a guide, the students will identify the VIPs (very important points) that connect with the task</li><li>The class will share VIPs and information will be added to the T chart</li></ul> Day 2- <ul style="list-style-type: none"><li>Provide students with copies of the article, "Learn the effects of Colonization on the Native Population"</li></ul>



				<p>of North America"</p> <ul style="list-style-type: none"><li>• The class will read and discuss the first page of the article together</li><li>• Students will continue to read the article and add items to the class T chart</li></ul> <p>Day 3-</p> <ul style="list-style-type: none"><li>• Groups of students will read two text excerpts (Native Americans and European Settlements found below in Student Handouts). As teams, they will extract information that is relevant to the task, with regard to cooperation between the two groups. They will write the relevant information on butcher paper.</li><li>• Groups will view other groups' responses, and modify their own</li><li>• The class will add information to the T chart</li></ul>
<p>Additional Attachments:</p> <p> <b>T Chart for Students</b></p> <p> <b>European Settlements</b></p> <p> <b>The Effects of Colonization</b></p> <p> <b>Native Americans</b></p>				
20 mins	<p><b>ESSENTIAL VOCABULARY:</b></p> <p>Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.</p>	<p><b>LIST</b></p> <p>Using Quizlet.com, the class will list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"><li>• Lists appropriate phrases.</li><li>• Provides accurate definitions.</li></ul>	<ul style="list-style-type: none"><li>• Definitions of terms will be discussed and added when they are encountered in the text</li><li>• Students will return to the website periodically to engage in activities to study the words</li></ul>
<p>Additional Attachments:</p> <p> <b>Quizlet Website</b></p>				
<b>Transition to Writing</b>				
30 mins	<p><b>BRIDGING:</b> Ability to begin linking reading results to writing task.</p>	<p><b>ROLE PLAY</b></p> <p>Students will describe the impact of colonization on the Native Americans while being assigned a role.</p>	<p>Not Provided</p>	<ul style="list-style-type: none"><li>• Students will be assigned roles (German settler, English woman, Lenape Woman, Susquehannock Chief). Students will meet in groups with others who have like roles.</li><li>• Using their notes and articles, the students will describe the relationship between the groups.</li><li>• The following day, students will break out into small groups with varying roles and will share their information with supporting facts and details.</li></ul>
<p>Additional Attachments:</p> <p> <b>Role Cards</b></p>				
<b>Writing Process</b>				

## PA Natives and European Settlers: The Impact of Colonization

45 mins	<b>CONTROLLING IDEA:</b> Ability to establish a controlling idea and consolidate information relevant to task.	<b>SHORT CONSTRUCTED RESPONSE</b> Write an opening paragraph that includes a hook, background information, controlling idea, and sequences the key points you plan to make in your composition	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>All items on the checklist are addressed in the opening paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Offer several examples of opening paragraphs.</li> <li>Ask class to identify what they have in common, and the controlling idea for each paragraph</li> <li>Students will be given their introduction form</li> <li>Students will write their opening paragraphs</li> <li>Peers will review paragraphs</li> </ul>
	Additional Attachments:   <b>Introduction Form</b>			
1 hr	<b>PLANNING:</b> Ability to develop a line of thought and text structure appropriate to an information/explanation task.	<b>OUTLINE</b> Complete an outline based on your notes and readings	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Completes an outline or organizer.</li> <li>Uses evidence from texts read earlier.</li> </ul>	<ul style="list-style-type: none"> <li>Provide an organizer and teach students how to fill it in</li> <li>Students fill in the organizer using evidence from text and extending it with additional ideas</li> </ul>
	Additional Attachments:   <b>Informational Organizer/Outline</b>			
1 hr	<b>DEVELOPMENT:</b> Ability to construct an initial draft with an emerging line of thought and structure.	<b>LONG CONSTRUCTED RESPONSE</b> Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly instruct students on how to write a closing paragraph using the conclusion form, while showing students some examples and making a checklist (restate the question, briefly restate the evidence, use an ending technique)</li> <li>Encourage students to re-read prompt multiple times throughout writing to check that they are on track.</li> </ul>
30 mins	<b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<b>LONG CONSTRUCTED RESPONSE</b> Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul>	<ul style="list-style-type: none"> <li>Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Assign students to provide each other with feedback on those issues using peer conference form</li> </ul>

	Additional Attachments:   <b>Peer Conference Form</b>			
25 mins	<b>EDITING:</b> Ability to proofread and format a piece to make it more effective.	<b>LONG CONSTRUCTED RESPONSE</b> Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul>
Not provided	<b>COMPLETION:</b> Ability to submit final piece that meets expectations.	<b>LONG CONSTRUCTED RESPONSE</b> Turn in your complete set of drafts, plus the final version of your piece	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>	Not Provided

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided