



Roanoke: The Lost Colony
5th Grade Educational Standards

In this unit, students learn about the first English colony in America. The graphic novel chapters and lesson plans situate this colony in the broader age of Exploration, as geopolitical competition and religious dispute in Europe fueled a contest for overseas wealth, real and imagined. Students learn about the science and technology driving this exploration. They also learn about the conflicts emerging out of colonization between:

- European groups, especially the English and the Spanish (privateering and piracy)
- Europeans and Natives, especially the English and Carolina Algonquians (warfare)
- Europeans and coerced African migrants (slavery).

Examination of cross-cultural encounter, in both its potential for exchange and misunderstanding, results in understanding of both European and Native cultures. Discussions of historical images and maps introduce students to visual and spatial thinking within a historical context.

<p style="text-align: center;">Topics Covered</p> <ul style="list-style-type: none"> ● Age of Exploration ● Science and Technology ● Cross-Cultural Encounter ● Privateering and Piracy ● Early European Colonization ● Early Modern Europe ● Historical Geography ● Native American Cultures ● Privateering and Piracy ● Reformation ● Slavery 	<p style="text-align: center;">Alignment with <u>National Curriculum Standards for Social Studies (Early Grades)</u></p> <ol style="list-style-type: none"> 1. Culture 2. Time, Continuity, and Change 3. People, Places, and Environments 4. Individual Development and Identity 7. Production, Distribution, and Consumption 8. Science, Technology, and Society 9. Global Connections
<p style="text-align: center;">Alignment with <u>California State Standards (History)</u></p> <p>5.1. Major pre-Columbian settlements</p> <p>5.2. Routes of early explorers</p> <p>5.3. Cooperation and conflict (American Indians and European settlers)</p> <p>5.4. Political, religious, social, and economic institutions that evolved in the colonial era.</p>	<p style="text-align: center;">Alignment with <u>Texas State Standards (History)</u></p> <ol style="list-style-type: none"> 1. Causes and effects of European colonization 6. Geographic literacy 8. Settlement patterns 9. Adaptation and modification of environments 21. Art in historical context 22. Contributions of people of various racial, ethnic, and religious groups 23. Science and Technology in society 24. Critical-thinking 25. Communication 26. Problem-solving and decision-making.
<p style="text-align: center;">Alignment with <u>Other State Standards (History)</u></p>	



Common Core Standards

- [History/Social Standards](#)
 - N.A. (These standards begin at grade 6)
- [Reading \(Informational Text\)](#)
 - 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.5.3 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.
 - 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.5.5 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.
 - 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.
- [Writing](#)
 - W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
- [Critical Vocabulary Words](#)
 - Argument (Appendix A)
 - Evidence (RI.4.8; W.3.8)
 - Metaphor (L.4.5a; RI.5.5; W.11-12.2.d)
 - Simile (L.4.5a; RI.5.5; W.11-12.2.d)
 - Synthesize (Key Design Considerations)