

## Curriculum Unit Introduction

**Title of Unit:** Early Exploration and Colonization of America

**Vital theme of the unit:** Students will learn how early exploration of America and Tennessee are related and the fundamental importance of their study.

**Author and contact Information:** S. Brian Harrill  
Vonore Elementary School  
Vonore, Tennessee 37885  
Phone: (423) 884-6392 or (423) 884-6485

**Grade Level:** Fourth grade

**Number of lessons in the unit:** Five

**Time needed for completion:** Three to four weeks

**Curriculum Standards addressed:** \*4.1.spi.1; \*4.1spi.3; \*4.1spi.4; \*4.1spi.6;  
\*4.3.spi .1; \*4.1tpi.3; \*4.1tpi.7;\*4.3.tpi.3 \*4.1spi.3

**Technology used:** Overhead transparencies, (maps), projector, Internet, and printed exercises from the sites on the web, video tapes, television and video cassette recorder

**Unit introduction and overview of the instructional plan:** Students will work to achieve all of the following content to seventy-five percent mastery.

\*Students will read to identify early explorers of the Americas and early Native American groups.

\*Students will look examine how European exploration and settlement changed the Indians.

\*Students will interpret facts related to early Spanish missions.

\*Students will be able to identify and discuss the early exploration in early Tennessee history.

\*In order to integrate language arts across the curriculum the students will give an oral report to the class on whaling, and Spanish missions.

\*The students will use a diagram to link history to science. The students will use time lines made up as the class progresses to compute simple addition or subtraction in order to find the age of an explorer or the differences of events on a time line.

\*The activities should promote a deeper understanding of the vital theme of the unit because the activities are not totally related to last year's curriculum. Last year's curriculum consisted of more reading. This year the students will use maps in this unit whereas last year they used them in other units.

\*Students will identify each explorer's route on a map. They will use mini-books, peruse the Internet sites, and use supplemental materials to accomplish this. Researching the unit's background on the Internet will be an addition to their understanding.

## Major Exploration of early America

In 1492 Christopher Columbus sailed in search of a route to the Indies.

What Columbus did was to set a course for a whole new world to experience trade, disease, pestilence, warfare and settlement by the European nations and create a new world. Columbus valued conversion of Asians to Christianity.

Other nations soon followed in their exploration, sending men and ships with new technology the natives had ever seen before. Spain at the time was the most powerful nation in the world. France and England were not far behind in economic and social conquest. Explorers, thousands of soldiers, and settlers, came to gaze upon its mountains, valleys, and rivers. These Natives or just 'Indians' had no way of knowing what the white explorer would bring or how their customs would change. In truth, the Indians saw Europeans as invaders. The Europeans saw themselves as discoverers.

By 1539, a mere forty-seven years after Columbus came to the Americas, Spanish explorer Hernando de Soto landed in present-day Florida to pursue his fortune. His expedition later reached a point on the Tennessee River just north of present-day Chattanooga, Tennessee. Most likely, he was the first European to see Tennessee.

King Charles I of Spain had appointed De Soto as territorial governor of Florida. King Charles I also told De Soto to colonize the area and convert the native people to the Catholic faith. De Soto had some personal ideas of his own. He hoped to find gold, and win favor of King Charles I.

1. Weeks, Terry, and Bob Womack. *Tennessee: The History of an American State*. Montgomery, AL. Clairmont Press, 1996.

De Soto's men landed near Tampa and moved north to Georgia. In early 1540, the explorers reached North Carolina and then went west toward Tennessee.

Beginning to overstay their welcome De Soto's expedition left for what is now Alabama and Mississippi.

Weeks and Womack (59) are among those who believe that as tension and distrust increased between the Spanish and Indians history is vague. It is believed that villages were burned and looted. After crossing the Mississippi in the spring of 1542, De Soto became ill and died. His men had led the natives to believe he was a god. They did not let them know he had died like a mortal. To hide his death, they put his body in the river. De Soto's men went to present-day Mexico and quickly returned to Spain.

From 1607 to 1733 the English settled along the east coast from Massachusetts to Georgia. In 1585, the first attempt at an English colony was made on what the Hatteras Indians called Roanoke, on present-day Roanoke Island, North Carolina. English explorer Sir Frances Drake attacked a Spanish treasure ship and stole its treasure in 1577. He sailed all over the world to escape the Spanish.

England's ruler at the time, Queen Elizabeth I told another Englishman Sir Walter Raleigh to establish the first English colony in America 1584. In July 1585 Raleigh's group landed. Within a year the colony failed. They simply did not know how to live in this land. Francis Drake visited and took the colonists back in 1586.

2. Weeks, Terry, and Bob Womack. *Tennessee: The History of an American State*. Montgomery, AL. Clairmont Press, 1996.

3. Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002.

According to Harcourt-Brace (173-4) in July 1587 Raleigh sent another group to Roanoke. John White was selected by Raleigh to lead the new colony. White helped them settle and that August he returned to England for supplies. England, at war with Spain, needed all of her ships and White was not able to return to Roanoke Island. Three years later when White finally returned to Roanoke, all that remained were some rusty weapons, books with missing covers, and maps. On a tree close by White found the letters *CRO* and the word *CROATOAN* carved on a post. Some people believe the colonists went to live with the Croatoan Indians and that tribe became the Lumbee Indians many of whom bear the surnames of people from the “lost colony.”

The charter granted for Jamestown, Virginia by King James I of England was part of a one-hundred and fifty year colonization. Three English ships backed by the Virginia Company of London, sailed into what is presently known as Chesapeake Bay on May 24, 1607.

About one half the people had died by the close of the year. John Smith became the leader of the colony and delivered it from disaster. Most colonists came to America seeking their fortune. They did so prior to Captain John Smith’s administration and there were no crops or food gathered for the winter. Smith quickly changed that with his one solid rule: Those who didn’t work didn’t eat. This rule changed the colonists, but it took five more years to find tobacco, their riches. That was the profit the colony needed. The tobacco sold well in England. African slaves were brought to help with its production in 1619. The Spanish had already enslaved the Indians elsewhere in 1503.

4. Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002.

Harcourt-Brace (169) state that Henry Hudson claimed the New York area in 1609 for the Dutch. Later in 1624 the Dutch bought what is now Manhattan Island (part of New Netherland) from Indians and it became an English colony later.

In late 1620 a ship called the Mayflower sailed from England for America. On board were colonists who had signed on to work for the Virginia Company. One group aboard were known as Separatists because they had separated from the Church of England. By law English people worshiped in the Church of England. This group disagreed and left. Blown off course they sailed for the new colony of Virginia. They were later called Pilgrims. They arrived and they knew they weren't in Jamestown. Forty-one men on board the Mayflower wrote and signed an agreement or laws for the colony. This agreement was the first self-government by American colonists. It was called the Mayflower Compact. Ironically Puritans that followed the Pilgrims to Massachusetts chose not to let others have freedom of religion. At the center of their life was their religion, in the community and meeting house (Harcourt-Brace 2002, 174).

Reverend Thomas Hooker led other settlers in 1636 and founded Connecticut out of discontent with the Puritan church (Harcourt-Brace 2002, 208). All the while from one colony to another is the theme to make the faith more "pure."

In 1636, Roger Williams was expelled the by Puritans because he asked for more freedom. He stated that only the Indians could sell land to the colonists. Roger Williams founded the colony of Rhode Island. Anne Hutchison another Puritan, left Massachusetts in 1638 and went to Rhode Island because of her different views. The year 1638 found Swedes building trading posts along the Delaware River. One of these became Delaware.

5. Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002.

More colonists came to America for freedom of religion. Three hundred Catholics came to a colony just north of Virginia's Potomac River and named it Maryland in 1633 or 1634. Lumber was abundant in the colonies. The city of Portsmouth, New Hampshire was founded in 1680 based on the lumber economy. New Hampshire was overflowing with trees and England was in short supply. The Carolinas were chartered in 1663 and later divided in 1712 (Harcourt-Brace 2002, 209).

Bernstein (27) claims another group of people who could not pray as they wished in England were the Quakers. One of their leaders, William Penn was given some land in 1681 by the English king. Penn got along well with the Indians. The last remaining colony was Georgia, founded in 1733.

Bernstein relates that France and Spain settled in America as well (14, 31). King Louis of France also wanted a quick route to the Indies. Jacques Cartier was sent by France in 1534, sailed to present-day Canada and traveled the St. Lawrence River which was not the route wanted to the Indies. He claimed the area for France. Its name was New France. This area was north of New Netherland and Massachusetts.

Frenchman Sieur de La Salle, in 1682 traveled up the St. Lawrence then overland to the Mississippi. Down the mouth of the Mississippi to the Gulf of Mexico he explored and he claimed all of the land for France. La Salle named it "Louisiana."

6. Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002

7. Bernstein, Vivian. *America's Story: Book One to 1865*. Austin, TX. Steck-Vaughn, 2001.

Bernstein (32) argues the French colonists had two motives for settling America. The fur trade brought fashion and money into their economy. The second reason was to indoctrinate the Indians into Catholicism.

The French got along well with the Indians. The Indians shared their skills of the fur trade with the French. The French did not make slaves of the Indians, or take their land as the English had done (Bernstein 2001, 33). The English colonists only traded with England (Harcourt- Brace 2002, 264). They did not trade with the French in the Americas. The English colonists could not make their own laws. They were ruled by England's Parliament. The first colony to set up a government like this was Virginia in 1619. This legislature was made up of rich landowners, and they were elected by their peers. Above the legislature was a governor selected by the king. This system was much like that back in Great Britain. Some colonists saw they could move up socially and financially in America. The American (English) colonists lived by this system for a good while.

During the 1750s the French began building forts in what is now the Ohio River valley. Some of these lands were claimed by both the French and the English. As early as the 1680s the French had built a fort on the Mississippi River in west Tennessee and by the 1710s another one in middle Tennessee. Sir Alexander Cumming, a Scottish baronet, took six Cherokee chiefs to England to form an alliance with the English. The Cherokee were excited and signed a compact with King George II.

8. Bernstein, Vivian. *America's Story: Book One to 1865*. Austin, TX. Steck-Vaughn, 2001.

9. Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002



The English also built forts along the Appalachian Mountains and valleys. The British viewed the French forts as encroachments on their land holdings. Fort Loudoun in present-day Tennessee may have been one factor to ensure the Cherokee alliance remained for a while. Robert Corlew wrote, "Had the Cherokees joined the French in 1756 or 1757, as they probably would have done if Fort Loudoun had not been built, the outcome of the war for the British could have been tragic." The English had also built Fort Prince George on the Savannah River in South Carolina (Weeks and Womack 1996, 66-71). The British colonists had to have more than Indian allies to keep the French at bay. The king sent his troops to help the colonists fight the French and Indian War as it came to be called. This had been one reason that the forts had been built along the frontier. Eventually the Cherokee-English alliance was broken and Fort Loudoun in east Tennessee was surrendered by the British. To win the French and Indian War, it took the Iroquois-English alliance to break the French.

Bernstein (2001, 34) writes England and France had fought in Europe in 1756. After the war is over Canada then became a colony of England. The lands between the Mississippi River and the Appalachian Mountains also became England's. Spain had entered the war on the side of France and after the war Spain owned the lands west of the Mississippi River.

## Annotated Bibliography

In Bernstein's *America's Story: Book One to 1865*, one finds an easy, but grade level summary of what took place in the early Americas. What must be noted is that some children can be overwhelmed by too much information. By using the word summary this author does not mean to undermine his textbook *We the People: Early United States*. This instructor would like to have read both as a student. The exploration and colonization of the Americas is presented in a much shorter version in Bernstein's book.

Bernstein, Vivian. *America's Story: Book One to 1865*. Austin, TX. Steck-Vaughn, 2001.

When reading this essay one must remember that English and French soldiers tried to maintain relations with the Indians the best way they knew how. Sometimes one country succeeded while the other did not. Fort Loudoun is the one historic site related to the French and Indian War that most of these students will see. The author of the essay states this based on his travels and experiences. While in upstate New York he visited Fort Stanwix in 1978. His parents were school teachers and knew the importance of a well-experienced student. While reading Folmsbee, Corlew, and Mitchell as a youth this writer only became more interested in all of the historical events Tennessee had been home to. To find Weeks and Womack quoting some of Corlew on an event and historical site this author has experienced brings history even closer.

Corlew, Robert. *Tennessee: A Short History*, Knoxville. TN. The University of Tennessee Press, 1981.

Harcourt-Brace have a lot of information presented in this text. The information is good, but there is almost too much for a fourth grader to need to read. This instructor believes it is an interesting book, but has too much depth for the average fourth grader. This instructor would have enjoyed reading it as a child.

Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002.

The author will use this as a source in class to teach the difference in a primary and a secondary. There are quotes about some of the most admired Indian people. Students would find this a truly inspiring book.

Josephy, Alvin M. Jr. *500 Nations: An Illustrated History of North American Indians*. New York: Alfred A. Knopf, 1994.

Weeks and Womack do an excellent job of presenting a lot of photographs, prints, text, and questions for the junior high student. The detail for historical accounts is also presented.

Weeks, Terry, and Bob Womack. *Tennessee: The History of an American State*.  
Montgomery, AL. Clairmont Press, 1996.



discuss objectives, build background and evaluate informally. The student will watch a video from the History Channel on Columbus' life and voyages. The video will be interrupted so questions can be asked. Later the student will read workbook pages 9-13 in class related to Columbus' voyage. (from *America's Story: Book One to 1865* by Vivian Bernstein). (Harcourt-Brace & Company: New York. *We the People: Early United States*. Tennessee State Activity Book. Bernstein, Vivian. *America's Story: Book One to 1865*, Austin. Steck-Vaughn, 2001.)

The student will:

- \*listen to a storyteller's account of an historical event.
- \*identify Columbus' route to the New World.
- \*write a journal article from the perspective of European with emphasis on geography

Atwood, Virginia A. and William W. Wilen. "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2<sup>nd</sup> Ed. (Boston: Little, Brown and Company, 103, 376)

**Supporting Assignments/Homework:** Pages 9-13 *America's Story* is to be read in class. The student will complete (read and answer) workbook pages 12 and 13 outside of class. This is to be sure that the student is fully aware of the assignment expectations. The Tennessee State Activity book assignment will be read in class (pages 52-53).

**Assessment:** For the unit test the instructor will use Tietz' materials which are developed from reading sheets of simple text but in the format of the fill in the blank method, and matching. The teacher will provide the background knowledge from Tietz.

**Unit:** Early American Exploration and Colonization

**Lesson Title:** Spanish Exploration & Settlement

**Grade Level:** Fourth

**Essential Question related to Vital Theme:**

\*In what ways did the Spanish treat the Indians?

\*What was life like in a Spanish mission?

**Lesson Time:** Seven class periods

**Curriculum Standards:** \*4.1spi.3      \*4.1tpi.3      \*4.5.spi.5  
                                 \*4.1spi.4      \*4.1tpi.4  
                                 \*4.1spi.6      \*4.1.tpi.7

**Technology used and how:** Internet sites will be used for research and to expose the students to other methods of obtaining information.

\*<http://www2.worldbook.com/wc/features/explorers/html/impact.html>

\*<http://www2.worldbook.com/wc/features/explorers/html/destruction.html>

\*[http://www2.worldbook.com/wc/features/explorers/html/impact\\_colonial.html](http://www2.worldbook.com/wc/features/explorers/html/impact_colonial.html)

\*[http://www2.worldbook.com/wc/features/explorers/html/newworld\\_spanish\\_other.html](http://www2.worldbook.com/wc/features/explorers/html/newworld_spanish_other.html)

\*[http://www2.worldbook.com/wc/features/explorers/html/age\\_magellan.html](http://www2.worldbook.com/wc/features/explorers/html/age_magellan.html)

**Materials:**

\*Bernstein, Vivian. *America's Story: Book One to 1865*, Austin. Steck-Vaughn, 2001. (ppg.14-9).

\*Callella, Trisha. *Integrating with Reading Instruction: Growth of a Nation*. Huntington Beach, CA. Creative Teaching Press, Inc. 2002. (ppg. 12-3, 18-9, 23-4).

\*Harcourt-Brace & Company. *Tennessee State Activity Book*. New York: (ppg. 48-53.)

\*Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002. (ppg. 138-79, ppg.194-9).

\*Josephy, Alvin M. Jr. *500 Nations: An Illustrated History of North American Indians*. New York: Alfred A. Knopf, 1994.

\*Tietz, Ronald. *American History for supplementary Social Studies*. USA. Hayes. 2000.

**Activity description(s) and overview of instructional strategies:** The student will discuss the primary source that is quoted (making it a secondary source) in each lesson from the text. The teacher will explain the difference of primary and secondary sources. This originates from page 148 in Harcourt-Brace & Company's *We the People: Early United States* (main text) and page 100 in Josephy's *Five Hundred Nations*. This facilitates prior knowledge of the subject. Prior to reading any material the student will be given oral questioning to activate prior learning. This is related to the prereading strategy Vaca and Vaca (1986, 103) recommend. Schema will be used to question students prior to reading in prereading strategies. According to Vaca and Vaca (1986, 103) the use of schema, that which comes from experience, knowledge, beliefs, attitudes and skills will

affect comprehension. Atwood and Wilen (1991, 180) claim questions should be asked in a way that wait time is increased so that students' responses increased.

The student will:

- \*read and discuss the facts on Spanish exploration and missions listed in the textbook and supplemental books.
- \* read to identify Indian nations in the Americas prior to colonial times.
- \*examine how Natives changed as a result of European contact.
- \*read about the subjects on-line on the Internet.
- \*make mini-books with cartoons that identify explorer's routes.

Atwood, Virginia A. and William W. Wilen, "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2<sup>nd</sup> Ed. (Boston: Little, Brown and Company, 103, 376)

**Supporting Assignments/Homework:** The student will complete workbook pages listed above outside of class. The textbook pages will be discussed in class. The students will write or give an oral report about American Spanish missions. The student will do this by writing to summarize. This does not mean to just retell the facts on Spanish missions. The teacher will help the student do this by breaking the text down to its main points through looking at headings subheadings etc. ..(Vaca and Vaca 1986, 211).

**Assessment:** For the unit test the instructor will use Tietz' materials which are developed from reading sheets of simple text but in the format of the fill in the blank method, and matching.

Unit: Early American Exploration & Colonization

**Lesson Title:** French and Dutch Exploration in the New World

**Essential Question related to the Vital Theme:**

- \*What two reasons did the French come to America for?
- \*Did the French treat the Indians any better than the Spanish did?

**Lesson Time:** Three to four days

**Curriculum Standards:** \*4.1.spi.4                      \* 4.2.tpi.3

Technology used and how: Internet sites will be used to research explorers on-line.

\*[http://library.thinkquest.org/JOO2678F/father\\_marquette.htm](http://library.thinkquest.org/JOO2678F/father_marquette.htm)

\*[http://library.thinkquest.org/JOO2678F/jacques\\_cartier.htm](http://library.thinkquest.org/JOO2678F/jacques_cartier.htm)

\*[http://library.thinkquest.org/JOO2678F/la\\_salle.htm](http://library.thinkquest.org/JOO2678F/la_salle.htm)

**Materials:**

\*Bernstein, Vivian. *America's Story: Book One to 1865*, Austin. Steck-Vaughn, 2001. (photocopy of ppg. 31-4.)

\*Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002. (text book ppg. 166-70 and Tennessee State Activity Book (photocopy of ppg. 52-53.)

\*Sanders, Jeff and Nancy. *Fifteen Fun-to-Read American History Mini-Books*. New York: Scholastic. 2000. (photocopy of ppg. 21-28.)

\*Tietz, Ronald. *American History for supplementary Social Studies*. USA. Hayes. 2000. (photocopy of ppg. 4-14 and background notes from text).

**Activity descriptions and overview of instructional strategies:** The instructor will monitor the reading of pages 166-170 in class. Prior to reading any material the student will be given oral questioning to activate prior learning. Atwood and Wilen (1991, 180) claim questions should be asked in a way that wait time is increased so that students' responses increase. This is related to the prereading strategy Vaca and Vaca (1986, 103) recommend. Schema will be used to question students prior to reading in prereading strategies. According to Vaca and Vaca (1986, 103) the use of schema, that which comes from experience, knowledge, beliefs, attitudes and skills will affect comprehension. The instructor will facilitate questions on the two curriculum standards mentioned above. This is to facilitate prior knowledge of the subject

The student will:

\*examine how the French helped to increase trade with Native Americans.

\*identify trade networks/economic patterns with Indian nations.

\*examine Indian nations and the effects of change on them after contact with European peoples.



Atwood, Virginia A. and William W. Wilen, "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2<sup>nd</sup> Ed. (Boston: Little, Brown and Company, 1993, 376)

**Supporting Assignments/Homework:** The student will complete workbook pages listed above outside of class. The textbook pages will be discussed in class.

**Assessment:** Prior to reading each chapter in the main text the student will be questioned in class. For the unit test the instructor will use Tietz' materials which are developed from reading sheets of simple text, but in the format of the fill in the blank method, and matching.



- \*sequence events after reading a passage on the thirteen original colonies.
- \*use a timeline to add or subtract to find differences in time periods of explorers' travels and historical events.

Atwood, Virginia A. and William W. Wilen, "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2<sup>nd</sup> Ed. (Boston: Little, Brown and Company, 103, 376)

**Supporting Assignments/Homework:**

The student will:

- \*answer worksheets from Bernstein's *America's Story: Book One to 1865*.
- \*use a diagram to label parts of a whale.

**Assessment:** The transparency will be covered on the unit test. The transparency will be placed on the overhead and the class will be asked to identify what product was important to the New England colonies and which one to Virginia? For the unit test the instructor will use Tietz' materials which are developed from reading sheets of simple text but in the format of fill in the blank method, and matching.

**Unit:** Early American Exploration and Colonization

**Lesson Title:** The French and Indian War

**Essential Question related to Vital Theme:**

\*Why did the French build forts where they did?

\*Who do you think tried to be fair with the Indians as people the English or the French?

**Lesson Time:** Two or three class periods

**Curriculum Standards List:** \* 4.1.spi.4  
\*4.2.spi.3  
\*4.5.spi.1  
\*4.5.tpi.2

**Technology Used:** Internet sites will be used to show students other sources to use in research.

\*<http://www.kidport.com/RefLib/UsaHistory/FrenchIndian/FrenIndWar.htm>

\*<http://www.socialstudiesforkids.com/articles/ushistory/frenchandindianwar4.htm>

\*<http://www.virginiaplaces.org/military/frenchandindian.html>

**Materials:**

\*Bernstein, Vivian. *America's Story: Book One to 1865*, Austin. Steck-Vaughn, 2001. (reread photocopied handout, pages from America's Story ppg 33-4).

\*Harcourt-Brace & Company. *We the People: Early United States*. New York: Harcourt-Brace & Company, 2002. (ppg.242-5, & ppg. 263-8).

\**Tennessee State Activity Book*. New York: Harcourt-Brace & Company, 2002. (pg. 55).

\*Tietz, Ronald. *American History for supplementary Social Studies*. USA. Hayes. 2000.

**Activity Descriptions and instructional strategies:** Prior to reading any material the student will be given oral questioning to activate prior learning. Atwood and Wilen (1991, 180) claim questions should be asked in a way that wait time is increased so that students' responses increase. This is related to the prereading strategy Vaca and Vaca (1986, 103) recommend. According to Vaca and Vaca (1986, 103) the use of schema, that which comes from experience, knowledge, beliefs, attitudes and skills will affect comprehension. After reading the textbook lesson, (ppg. 242-45 & 263-68). Students will also answer why did the French fight the English in North America? The cause and effect relationship of French and English control of the Great Lakes region and the Mississippi River will be discussed as a factor in the French and Indian War.

Atwood, Virginia A. and William W. Wilen, "Wait Time and Effective Social Studies Instruction: What Can Research in Science Education Tell Us?" *Social Education* (March 1991): 180.

Vaca, Richard T. and Jo Anne Vaca. *Content Area Reading*. 2<sup>nd</sup> Ed. (Boston: Little, Brown and Company, 103, 376)

**Assessment:** For the unit test the instructor will use Tietz' materials which are developed from reading sheets of simple text but in the format of fill in the blank method, and matching.