**5th Grade – Settlements to Colonization**

**Informative/Explanatory Writing**

***Background to the Colonies***

**TEACHER INFORMATION**

**Ideas to Share with Students:**

In this unit we have read a variety of informational articles and stories about a wide range of topics. We have also been conducting short research and learning how to build knowledge through investigation of different aspects of a topic. In Social Studies we have been studying about European migration and exploration of the United States, as well as learning how the thirteen colonies were founded. In our research we learned that the United States had a turbulent beginning and was founded by people who had a desire to have freedom of religion and those who desired to make a fortune in the New World. Now it is your turn to write an **informative report** that explains some of the causes that led to the founding of 13 different colonies.

Remember that when authors write informative or explanatory reports they aim to teach readers about a topic. You, too, have been learning to write in such a way that you can teach others about the causes that lead to the founding of the 13 original colonies. It is important to ask, “What is the best way to organize my writing from beginning to end to help my readers learn about my topic?”

**Review Directions in the Student Packet:**

1. **Social Studies Notebook/Folder:** You may use information from your notes to include in your report.
2. **Research Article #1:** ***“Colonization and the Revolutionary War – Background to the Colonies.”***
3. **Research Article #2:** ***“Brief History of the Founding of the 13 Colonies.”***
4. **Write an informative/explanatory report.**

**Overview of the Writing Task:**

**Write an informative report that explains some of the causes that led to the founding of 13 different colonies.** [Social Studies C.4.1c. & G.2.2d.]

**Graphic Organizers:**

**Teachers and/or students may select the graphic organizer of their choice for planning this task. Several examples of graphic organizer planners for opinion, informative/explanatory, and narrative story writing have been uploaded into Rubicon.**

**5th Grade Colorado Academic Social Studies Standards and Language Arts Common Core State Standards that most closely align with this end-of-unit writing task:**

**SS.H.1.1c.** Create timelines of eras and themes in North America from 1491 through the American Revolution.

**SS.H.2.2a.** Identify and explain cultural interactions between 1491 and the American Revolution.

**SS.H.2.2b.** Identify and describe significant individuals and groups of Native Americans and European colonists before the American Revolution.

**SS.H.2.2c.** Explain the development of political, social and economic institutions in the British American colonies.

**SS.H.2.2d.** Explain important political, social, economic, and military developments leading to and during the American Revolution.

**SS.G.2.1b.** Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location.

**SS.G.2.1c**. Locate resources in the United States and describe the influence of access on the development of local and regional communities.

**SS.G.2.2c.** Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.

**SS.G.2.2d.** Analyze how cooperation and conflict among people contribute to the political, economic, and social divisions in the United States.

**SS.G.2.2e.** Give examples of the influence of geography on the history of the United States.

**SS.C.4.1c.** Explain the reasons for the settlement of the American colonies.

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and providing a list of sources.

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.