

# Social Studies Grade 5 Unit 1

Unit: *Social Sciences and History*, Grade(s) *Grade 5*

Early Civilizations of the Americas

Duration: 9 Weeks

## Unit

Essential Questions/Enduring Understandings

EQ1: How do human activity and environment affect each other?

EQ2: How were the various Mesoamerican cultures alike and different from one another?

EQ3: How did the various migration and settlement patterns of Native American groups affect their interactions in different regions of the Western Hemisphere?

EQ4: How were the forms of governance, belief systems, and family structures among Native American groups different?

EU1: Archaeology indicates that early humans traveled by foot across the Bering Strait approximately 13,000 years ago

EU2: North and South America were difficult to populate due to drastic differences in climate and geography

EU3: The early people of Central and South America had great city cultures and civilizations, such as the Aztecs of Mexico, the Maya of Central America and the Inca of South America

EU4: Traces of Mesoamerican cultures are still represented today in current societies and cultures

EU5: Native Americans of North America (Northwest Coast, Anasazi, Southwest, Great Plains, Eastern Woodlands, Lenape) were influenced by local landscapes and landforms and demonstrated diversity in tradition, such as in architecture, crafts, climate, and livelihood

EU6: Many Native American cultures are still prominent and thriving in today's ever-changing society

Students will be able to...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Compare and contrast differing interpretations of current and historical events
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Evidence of Learning/ Assessment

- Competency 1 - DBQ: Mayan Achievements
- Competency 2 - Historical Journal Native American Tribes
- Formative Assessments
  - Differentiated Interactive Notebook Entries
  - Student Role-Playing Activities
  - Exit Slips & 3-2-1 Reflections
  - Teacher-Created Quizzes
  - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- **Suggested Sequence for Learning (September 14-November 18, 2020)**
- **Suggested Learning Activities**
  - Create a physical model of the Maya social pyramid using your body.
    - SEL Competency: Self-Management; Relationship Skills.

- Complete an authentic task using a Sacred Round. Interpret the meaning of the Sacred Round to solve four problems of Maya culture.
  - SEL Competency: Self-Management; Responsible Decision-Making.
- Create glyphs to represent four important aspects of Maya culture.
  - SEL Competency: Self-Management.
- Analyze images that provide clues about the Aztec Empire.
  - SEL Competency: Social Awareness; Self-Management.
- Design a flag depicting important details about the Aztec empire.
  - SEL Competency: Social Awareness; Self-Management.
- Analyze a section of the mural *The Great City of Tenochtitlán* by Diego Rivera.
  - SEL Competency: Social Awareness; Self-Management.
- Create an illustrated journal from the perspective of someone living in Tenochtitlán.
  - Social Awareness; Self-Management.
- Create a journal entry from the perspective of an Aztec teenager visiting relatives in Tenochtitlán.
  - SEL Competency: Social Awareness; Self-Management.
- Create an argument to answer the question: How did religion influence Aztec culture?
  - SEL Competency: Social Awareness; Self-Management.
- Simulate relaying a message from one part of the Incan empire to another by passing a message down a line of students.
  - SEL Competency: Relationship Skills; Self-Management.
- Complete two Venn diagrams comparing and contrasting aspects of the Incan civilization to your own society.
  - SEL Competency: Self-Awareness; Self-Management.
- Create a mosaic of the key achievements of the Maya, Aztecs, and Incas.
  - SEL Competency: Self-Management.
- Trace migration routes of the first Americans and act out adaptations made by the Inuits in the Arctic.
  - SEL Competency: Social Awareness; Relationship Skills.
- Study the way the Lakotas recorded their history and how geography affected events in their lives.
  - SEL Competency: Social Awareness.
- Apply knowledge by creating illustrated vocabulary charts.
  - SEL Competency: Self-Management
- Analyze historical artifacts from different American Indian groups and then compare and contrast life in the various regions.
  - SEL Competency: Social Awareness.
- Examine the culture groups of four young American Indians and exchange information about them by role playing in skits.
  - SEL Competency: Social Awareness; Relationship Skills.
- Write a letter that explains the inaccuracies in the film industry's stereotyping of American Indians.
  - SEL Competency: Social Awareness.
- Hypothesize the geographic origins of American Indian artifacts to explore how the first

Americans adapted to their environments.

- SEL Competency: Self-Management
- Create an annotated diagram showing how American Indians in one cultural region adapted to their environment.
  - SEL Competency: Self-Management
- Ask questions about Cahokia and then come up with a compelling question and supporting questions.
  - SEL Competency: Self-Management

Unit Materials

[Maya, Aztec & Inca Teacher Resource Packet](#)

Social Studies Alive - America's Past

DBQ Project

InfoBase

Social Emotional Learning

Social Studies is enhanced when it is intentional about developing social and emotional learning (SEL) core competencies.

- **Self-Awareness.** Social studies begins with an awareness of self and how individuals are members of their families, communities, and country.
  - *Students will use historical events to identify with a time they may have had the same feelings as a historical figure and discuss in small groups (or write in their journals or on an essay question) how they handled those situations.*
- **Self-Management.** All education is based on the implicit assumption that students will have the self-management skills necessary to calm themselves and focus their attention so they can effectively participate in learning, including history and social studies. A further assumption is that students will have goal-setting skills to complete academic assignments.
  - *Students will identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve it.*
  - *Students will use historical events to discuss how historical figures persevered through hard times to turn their lives around or reach a goal.*

- **Social Awareness.** Understanding history and social studies depends on an awareness of ourselves in relation to others—how we may be similar and different. Understanding of history and social studies also depends on an awareness of different cultures and historical experiences. It provides an opportunity to understand that people have different perspectives based on their experiences. Perspective-taking is an essential part of social awareness.
  - *Students will examine historical events and discuss the different perspective of different historical figures, identifying their feelings and thoughts.*
  - *Students will reflect (including in journals) on questions about the negative effects of stereotyping and discuss using TPS strategy.*
  - *Students will discuss and analyze the origins and negative effects of stereotyping and prejudice as reflected in history.*
  - *Students will routinely examine history and biographies in terms of the perspective of the individuals being studied, identifying their feelings and thoughts.*
  - *Students will organize information and promote problem solving as a part of learning about history that explores different cultures and celebrates diversity.*
  - *Students will routinely discuss figures in history in terms of how they felt and why they took certain actions or behaved the way they did.*
- **Relationship Skills.** Social studies may be explicitly organized to develop community service skills, which give students opportunities to practice communication, assertiveness, conflict resolution, and problem-solving. Project-based learning and/or cooperative learning techniques also offer opportunities for students to practice important interpersonal skills.
  - *In preparation for presentations, students will develop speaking and listening skills (e.g., how to identify and prepare one's message, how to introduce oneself and be sure others are listening, how to speak loudly and clearly so that others can hear, etc.).*
  - *Students will collaborate in groups where they are encouraged to consider the perspectives and thought processes of their peers.*
  - *Students will walk through the steps of problem-solving in response to situations in history.*
- **Responsible Decision-making.** Social studies assumes that students will have the ability to evaluate options and make effective decisions to complete assignments. Further, students have an opportunity to reflect on the values of different historical figures, and how values and beliefs can motivate service to others and their community.
  - *Students will learn a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).*
  - *Students will apply their decision-making formula to problems historical figures faced.*

## Standards Covered

### \*ELA NJSL

#### RI: Reading Informational Text

##### Craft and Structure

- 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.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### Integration of Knowledge and Ideas

- 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.
- RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### Key Ideas and Details

- RI.5.1: Quote accurately from a text and make relevant connections 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.

#### Range of Reading and Level of Text Complexity

- RI.5.10: By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

### W: Writing

#### Production and Distribution of Writing

- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.5.6: With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### Range of Writing

- W.5.10: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Research to Build and Present Knowledge

- W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different perspectives 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 provide a list of sources.
- W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Text Types and Purposes

- 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.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### \*Social Studies NJSL

**SOC.6.1.8: U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### SOC.6.1.8.1: Three Worlds Meet (Beginnings to 1620)

- SOC.6.1.8.A: Civics, Government, and Human Rights
  - SOC.6.1.8.A.1.a: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American

**groups.**

- SOC.6.1.8.B: **Geography, People, and the Environment**
  - SOC.6.1.8.B.1.a: **Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.**
- SOC.6.1.8.C: **Economics, Innovation, and Technology**
  - SOC.6.1.8.C.1.b: **Explain why individuals and societies trade, how trade functions, and the role of trade during this period.**
- SOC.6.1.8.D: **History, Culture, and Perspectives**
  - SOC.6.1.8.D.1.a: **Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.**

**SOC.6.2.8: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.**

**SOC.6.2.8.4: Expanding Exchanges and Encounters (500 CE-1450 CE)**

- SOC.6.2.8.B: **Geography, People, and the Environment**
  - SOC.6.2.8.B.4.f: **Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.**
- SOC.6.2.8.C: **Economics, Innovation, and Technology**
  - SOC.6.2.8.C.4.a: **Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).**
- SOC.6.2.8.D: **History, Culture, and Perspectives**
  - SOC.6.2.8.D.4.g: **Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.**

**SOC.6.3.8: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.**

**SOC.6.3.8.CS.A: Civics, Government, and Human Rights**

- SOC.6.3.8.A.1: **Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.**

**SOC.6.3.8.CS.D: History, Culture, and Perspectives**

- SOC.6.3.8.D.1: **Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.**

**Additional Properties**

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