Unit 2: Early Communities

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **2nd Marking Period**
Status: **Published**

Unit Overview

In the unit, *Early Communities*, the students will explore the concept of how landforms, climate, and availability of resources have impacted where and how people live and work. This concept will be further developed as they study Native American Indians and early colonists, describe their environment, and explain how they used natural resources to adapt to their environment. The students will learn about the culture of different Native American groups, will be introduced to the concept of economy, and will determine the link between the Haudenosaunee and the United States government. The children will discover why explorers came to America and will describe their interactions with American Indians. They will determine the impact of European colonization on Native American populations and evaluate how California became a mix of Spanish and Indian cultures. In addition, they will learn about why the colonists wanted freedom, identify key people who worked for freedom, and will summarize the early history of the Constitution. Finally, students will compare and contrast how independence was gained in the United States and Canada.

Standards

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Essential Questions

- 1. How do rules and laws created by community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good?
- 2. How have early people developed unique ways of adapting to their environments to solve their basic needs?
- 3. How did European exploration begin and how were Native Americans affected?
- 4. How did early colonists adapt to the land and interact with Native Americans?
- 5. How can stereotyping and prejudice be obstacles to understanding other cultures?
- 6. How have key historical events, documents, and individuals led to the development of our nation, including the fight for freedom from England and the Constitution?

Application of Knowledge and Skills...

Students will know that...

- 1. The environment of the desert in which the Navajo or other Native American group lived.
- 10. The interactions of explorers with American Indians.
- 11. Some of the resources that explorers found in the Americas.
- 12. How to read and interpret information on a timeline and understand the meaning of the terms decade and century.
- 13. How early colonists adapted to the land.
- 14. The interactions between the Pilgrims and the Wampanoag.
- 15. How California became a mix of Spanish and Indian cultures.
- 16. Why the colonists wanted freedom from England.
- 17. Key people who worked for freedom.
- 18. Summarize the early history of the United States Constitution and the document's importance today.
- 19. Cost and benefit analyses in making decisions and how decisions can influence events.
- 2. How the Navajo or other Native American group adapted to their desert environment.
- 20. From where early settlers in Canada came.
- 21. How independence was gained in the United States and Canada.
- 3. The importance of nature in Native American culture today.
- 4. The environment of the coastal area in which the Yurok or other Native American group lived and the ways they used their natural resources
- 5. About the economy of a Native American group such as the Yurok.
- 6. The forest and river environment in which a Native American group such as the Cherokee lived and adapted to their environment.
- 7. Ways in which the coming of Europeans changed Cherokee life.
- 8. The formation of the Haudenosaunee government and the role of the constitution in the Haudenosaunee government.
- 9. Why explorers first came to what is now the United States.

Students will be able to...

- A. describe the environment of the desert in which the Navajo or other Native American group lived
- B. explain how the Navajo or other Native American group adapted to their desert environment
- C. describe the importance of nature in Native American culture today; give examples of what Native Americans do to protect their environment
- D. describe the environment of the coastal area in which the Yurok or other Native American group lived and write a paragraph about how they used their natural resources
- E. describe the economy of a Native American group such as the Yurok and tell how this was different from other Native American groups
- F. describe the forest and river environment in which a Native American group such as the Cherokee lived and write a paragraph explaining how they used the resources of the forest and river

- G. explain ways in which the coming of Europeans changed Cherokee life
- H. identify the causes and effects of historical events such as the coming of the settlers and the effect this had on Native American groups
- I. write a brief essay describing the formation of the Haudenosaunee government and the role of the constitution in its government
- J. summarize why explorers first came to what is now the United States
- K. describe the interactions of explorers with American Indians; give two specific examples in a paragraph
- L. identify some of the resources that explorers found in the Americas
- M. read and interpret information on a timeline by filling in the correct information where it belongs on the timeline; create a timeline which depicts your life or the life of a famous person
- N. define terms related to time, including decade and century
- O. describe how early colonists adapted to the land
- P. describe the interactions between the Pilgrims and the Wampanoag
- Q. evaluate how California became a mix of Spanish and Indian cultures and write examples in a well written paragraph
- R. explain why colonists wanted freedom from England; tell about what you would have done if you had been a colonist during this time period
- S. identify key people who worked for freedom; explain the roles of these key people in a well written paragraph
- T. summarize the early history of the United States Constitution and the document's importance today in an essay
- U. using cost and benefit analyses, identify a decision and possible choices, make a decision, and explain reasons for the decision
- V. identify from where early settlers in Canada came
- W. compare and contrast how independence was attained in the United States and in Canada

Assessments

- Diagnostic: Splash Activity: students use vocabulary splash sheet to generate ideas about upcoming unit of study
- Formative: "Becoming a Country," Lesson 3 Test
- Formative: "Canada," Lesson 4 Test
- Formative: "Colonies in America," Lesson 2 Test
- Formative: "Explorers Arrive," Lesson 1 Test
- Formative: "Haudenosaunee or other Native American group," Lesson 4 Test
- Formative: "The Cherokee or other Native American group," Lesson 3 Test
- Formative: "The Navajo or other Native American group," Lesson 1 Test
- Formative: "The Yurok or other Native American group," Lesson 2 Test
- Formative: Grade 3 Benchmark Test, Early Communities
- Summative: Chapter Review and Test Prep Chapter 3 Test
- Summative: Chapter Review and Test Prep Chapter 4 Test

Activities

"The Navajo" reading selection

- "The Navajo," Lesson Review
- "Navajo Sand Painting," Extend Lesson
- Vocabulary and Study Guide worksheet
- *Lesson 1 Test
- Skillbuilder: Choose the Right Source

"The Yurok" reading selection

- "The Yurok," Lesson Review
- Vocabulary and Study Guide worksheet
- "Yurok Money," Extend Lesson
- *Lesson 2 Test

"The Cherokee" reading selection

- "The Cherokee," Lesson Review
- Vocabulary and Study Guide worksheet
- "Sequoyah," Extend Lesson
- *Lesson 3 Test
- Skillbuilder: Identify Cause and Effect
- Skillbuilder worksheet: Identify Cause and Effect

"Haudenosaunee" reading selection

- "Haudenosaunee," Lesson Review
- Vocabulary and Study Guide worksheet
- "Eagle Song," Extend Lesson
- *Lesson 4 Test

Chapter Review and Test Prep

*Chapter 3 Test

"Explorers Arrive" Reading Selection

- "Explorers Arrive," Lesson Review
- Vocabulary and Study Guide
- "Champlain's Map," Extend Lesson
- *Lesson 1 Test
- Skillbuilder: Read and Interpret a Timeline
- Skillbuilder: Read and Interpret a Timeline worksheet

"Colonies in America" Reading Selection

- "Colonies in America," Lesson Review
- Vocabulary and Study Guide

- "Thanksgiving," Extend Lesson
- *Lesson 2 Test

"Becoming a Country" Reading Selection

- "Becoming a Country," Lesson Review
- Vocabulary and Study Guide
- "Freedom's Heroes," Extend Lesson
- Skillbuilder: Make a Decision
- Skillbuilder: Make a Decision worksheet
- *Lesson 3 Test

"Canada" Reading Selection

- "Canada," Lesson Review
- Vocabulary and Study Guide
- "Canada's Resources," Extend Lesson
- Almanac Map Practice worksheet
- *Lesson 4 Test

Chapter 4 Review and Test Prep

*Chapter 4 Test

Read Molly's Pilgrim by Barbara Cohen

Molly's Pilgrim multicultural activity,

interview and doll

Class Recipe Book, multicultural activity

Activities to Differentiate Instruction

- Assigned partners/groups
- Blank booklet
- Computer websites for further research
- Instruction for using additional resources
- My Community Handbook History of Your Communit
- Native American Indian Project Research Native American tribes Food, shelter, natural resources, activities Fact Sheet or Poster Select and prepare Native American dish for feast
- Preprinted worksheets

- Provide vocabulary cards/lists
- Read tests aloud
- Resource supplements (ie books from library) available for further research
- Study Guides for assessments
- Visual Aids for Instruction

Integrated/Cross-Disciplinary Instruction

Language Arts Literacy: Supplemental Books:

- If You Lived with The Hopi by Anne Kamma
- If You Lived with The Iroquois byEllen Levine
- If You Lived with The Cherokee by Peter and Connie Roop
- If You Lived with The Sioux Indians by Ann McGovern
- Rachel's Journal by Marissa Moss
- The Pilgrims and Me by Judy Donnelly
- Sarah Morton's Day by Kate Waters
- On the Mayflower by Kate Waters
- If You Lived in Colonial Times by Ann McGovern
- If You Sailed on The Mayflower in 1620 by Ann McGovern

Language Arts Literacy: Leveled Books

- Pueblo
- On the Beams
- Anne Bradstreet

Field Trip to Agricultural Museum

Holocaust/Genocide, Caring Makes a Difference:

Home to Medicine Mountain by Chiori Santiago

The Trail of Tears by Joseph Bruchac

Molly's Pilgrim by Barbara Cohen

Follow the Drinking Gourd by Jeanette Winter

Freedom School, Yes! by Amy Littlesugar, Floyd Cooper

Resources

- Almanac Map and Graph Practice Video Video: Early Settlers

- Houghton Mifflin Social Studies, Houghton Mifflin Company, 2005
- Performance Assessment
- Skill Transparencies
- Test Generator
- Weekly Reader, Current Events www.eduplace.com/kids/hmss
- www.discoveryeducation.com
- www.ekuplace.com/kids

21st Century Skills