

# Unit 1- The First Americans

Content Area: **Social Studies**  
Course(s): **Social Studies 7**  
Time Period: **September**  
Length: **4 weeks**  
Status: **Published**

## Unit Summary

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There are two major migration theories as to how the first Americans arrived here. The ancient civilizations of Central and South America (Maya, Inca, Aztec) developed distinct cultural contributions (language, road systems, agricultural systems, etc.) and identities prior to European arrival. Early North American cultures adapted to their geographic environments and developed differently in terms of clothing, shelter, food, and beliefs. Analysis of current events exposes present-day cultural stereotypes and bias. The arrival of Europeans dramatically changed both the landscape and lives of native populations.

## Standards

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LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.8.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.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.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Student Learning Objectives

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- Students will learn the theories of early migration to and throughout the Americas.
- Students will learn to extract evidence from a video source to support a claim.
- Students will learn similarities and differences of early Central and South American civilizations.
- Students will learn how native groups living in different physical environments developed different cultures.
- Students will learn that current event articles can provide evidence of present-day cultural stereotyping.
- Students will learn about the relationships between Native Americans and Europeans.

## Essential Questions

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- What is an American?
- How and why did the first Americans arrive here?
- How did the first Americans adapt to their environments?
- What were the cultural contributions of early American civilizations?
- How does cultural ignorance cause stereotyping?
- How did the arrival of Europeans affect native populations?

## Enduring Understandings

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- Students will understand that land is a desired commodity.
- Students will understand that environment influences the development of culture.
- Students will understand that competition for resources leads to conflict between groups.
- Students will understand that stereotyping is the result of cultural ignorance.

## Application

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- Students will be able to independently use their learning...

## Skills

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Students will be skilled at:

- Analyzing a Photograph and Making Inferences.