

SS Unit 3: The First People (Grade 4)

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Marking Period 2**
Length: **5-6 Weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.5.1	Establish and maintain healthy relationships
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding. Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
SOC.6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
LA.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

SEL.PK-12.1.1	Recognize one's feelings and thoughts
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How are culture and environment related?
- How did the Lenape way of life evolve and change over time from that of their original ancestors?
- How was the Lenape's way of life shaped by their environment and, in turn, how did their way of life also shape the environment?
- What factors influenced the movement/migration of the Lenape?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- Personal, family, and community history is a source of information for individuals about the people and places around them.

Content

Students will be able to:

- name and describe the lifestyle of the first people to live in NJ
- use a graphic organizer to show and explain the ancestry of the Lenape: their roots in Asia, their place among the Woodland Indians, and their relationship within the larger Algonquin Indian group
- describe how the Lenape interacted with the environment and the cultural landscape they shaped
- describe the Lenape culture, including their beliefs and how the Lenape worked, lived, and played
- give examples of how human/environment interaction influenced the development of the Lenape culture and different ways of life depending upon where they settled across the land that later became known as NJ
- describe how the Lenape expressed and transmitted their beliefs and values through oral traditions and celebrations
- define technology and give examples of technologies that advanced the culture of the Lenape
- infer why the Lenape left the area they originally occupied and explain how their heritage has endured

Resources

- New Jersey, USA textbook (Chapter 5)
- ActivBoard Flipcharts
- The Light in the Forest by Conrad Richter
- Brother Eagle, Sister Sky by Susan Jeffers
- My Side of the Mountain by Jean Craighead George
- New Jersey Native Peoples by Mark Stewart
- The Sign of the Beaver by Elizabeth George Speare
- Selections from United Streaming