Unit 1 - Indigenous Cultures

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **Ongoing; Throughout the trimester**
Status: **Published**

Summary

In the fourth grade Social Studies course, students will study the various events and groups of people that led to the development of our nation prior to the War for Independence. Using a specific cultural framework, students will begin with a study of pre-Columbian Indigenous cultures from five major regions of the current continental United States, including a study of the Lenni Lenape of the Eastern Woodlands to enrich students' understanding of New Jersey's history. Students will then examine the motivations for European colonization and will compare and contrast early English settlements. Students will finally examine how the interactions among African, European, and Native American groups impacted their respective cultures in the 1600s and 1700s.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions.
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Textual Analysis - Critically read various texts and identify text-based evidence.
- Argumentation - Develop a claim and support it with evidence, both in writing and orally.
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects.

This unit is part of the larger aforementioned course sequence and specifically focuses on Indigenous cultures where students will compare and contrast different pre-Columbian cultures. By the end of this unit, students will be able to engage in a comparative study of different cultures, geographic areas, and ideas; interpret information from a wide variety of sources; critically read various texts and identify text-based evidence; develop a claim and support it with evidence; and evaluate the relationship between historical causes and effects to distinguish between long term and immediate effects.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2021

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with race and ethnicity and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP.2	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.
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in

	many cultures during different historical periods.
6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
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.
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.
6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Essential Questions and Enduring Understanding

Essential Questions:

- How did Indigenous cultures historically adapt to different environments in North America?
- To what extent do Indigenous nations' cultural regions differ?
- To what extent does geography affect the lives of Indigenous people?

Enduring Understandings:

- Each Indigenous culture has its own set of unique customs, ideas, and values.

- Geography and natural resources affect where and how people live and work.

Objectives

Students will know:

- how geography, environment, and resources historically impacted different Indigenous cultures.
- how Indigenous cultures historically adapted to different environments in North America.
- unique social structures, complex governing systems, rich histories, and enduring cultural traditions characterize each Indigenous culture.
- Indigenous cultures have been defined by the values, morals, and beliefs that are passed down from generation to generation; as with all cultures, values, morals, and beliefs guide the actions individuals take.

Students will be skilled at:

- applying a framework to comprehensively study indigenous cultures
- discussing the complexities of different Indigenous cultures through various lenses of the framework
- explaining how Inidgenous cultures have been dynamic and adaptive in response to interactions with others and the environment.
- using evidence and elaboration to support a claim.
- comparing and contrasting different Indigenous cultures based on unique qualities and characteristics.

Learning Plan

The learning plan includes, but is not limited to the following:

- Begin by writing the words Native American, American Indian, and Indigenous person on the board and discuss the reasoning/meaning behind each word. Explain to students that the class will be learning about Indigenous cultures or nations throughout the United States and learning about how these cultures are similar and different. Discuss the reason behind calling them cultures or nations versus tribes. Use the beginning of the BrainPop Video Native American Traditions, which explains this, to engage students in discussion.
- Engage students in a conversation about areas they have traveled to in the country and what the area was like. The students or the teacher can use an interactive map (Interactive Map Option 1 and/or Interactive Map Option 2) to identify places students have been and notice what cultures live in those areas (ex: Disneyland/world, Myrtle Beach, Poconos, San Francisco, Chicago, Houston, etc.)
- Share and discuss a map of the regions that the class will be studying. Talk about what area of the country the students live and what other areas they have traveled to.
- Introduce a framework in which students become familiar with the different lenses through which we can study indigenous cultures, focusing on geography/environment, resources, identity, and government. Throughout the unit, this framework will be used as a guide to learn about the different characteristics of various cultural regions - student copy of framework
- The remainder of the unit will consist of in-depth analysis of one culture from the following regions beginning with the Northeast with a study of the Lenni Lenape. The following are suggested general activities that can apply to the instructor-chosen cultures of study:
    - Northeast - mandatory study of Lenni Lenape
    - Southeast - instructor will choose one culture to study with class (Cherokee, Creek, Choctaw, Chickasaw, or Seminole)
    - Great Plains - instructor will choose one culture to study with class (Pawnee, Lakota, Cheyenne, Comanche, Crow,

or Shawnee)
    - Southwest - instructor will choose one culture to study with class (Apache, Hopi, Navajo, or Pueblo)
    - West - instructor will choose one culture to study with class (Chinook, Kwakiutl, Makah, Pomo, Miwok, Shoshone, or Spokane)

- Throughout the unit, create an anchor chart for each culture to display key characteristics using the framework. These charts will be used later in unit three.
- Introduce unit vocabulary: adaptation, environment, kiva, migration, natural resource, origin, story (online vocabulary cards and support available on TCI). Encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy to create pictures illustrating the meaning of each vocabulary word, assign students to create a skit or short speech that uses vocabulary words.
- Use different types of maps to review and examine geography where the indigenous culture of study lives.
- Discuss how the geography in those areas influence production activities and cultural traditions.
- Examine different production activities of Indigenous culture of study - examples:
    - historically, three-sisters farming by Navajo and Iroquois
    - hunting and gathering by different tribes
    - buffalo hunting by the Lakota
    - fishing by the Spokane

- Investigate traditional indigenous recipes - discuss with students how they reflect the foods available in the region. Further discussion might include the cultural significance of the recipe.
- Read and discuss origin stories of the Indigenous culture of study - examples:
    - Hopi story video (TCI Lesson 2- Preview Activity)
    - Picture book *Rainbow Crow* for Lenni Lenape
    - Additional origin stories in *National Geographic Encyclopedia of American Indian History & Culture*

- Examine different cultural traditions of the indigenous culture of study - use various mediums (videos, texts, artwork, interviews, etc.) to engage students in discussion about traditions, rituals, and religion - examples:
    - Take virtual tours of traditional dwellings of the Navajo, Lenape, Lakota
    - Watch videos of traditional dances, such as hoop dancing
    - Analyze artwork of different tribes by looking at online museum exhibits
    - Listen to and learn key phrases of traditional languages, such as a Navajo Code Talkers or the Cherokee alphabet
    - Read poetry by indigenous authors, such as Tecumseh of the Shawnee
    - Watch videos where Indigenous people describe their traditions

- Compare the political hierarchy or system of the indigenous culture of study to that of the US government - discuss which elements are similar and which are different
- Throughout the unit:
    - Provide practice analyzing texts to establish and support a claim. Suggested activities: TCI pages 53, 55, 57, 59, 61, 63, 65, 67 where students analyze artifacts and determine which region they belong to.
    - Provide practice in connecting historical evidence to support a claim. Suggested activity: show ELA examples of how elaboration is used to explain textual evidence; utilize graphic organizers
    - Utilize charts as references to assist students in comparing and contrasting cultures. Suggested activity: TCI pages 69 and 70.

- Suggested culminating assessment: Students choose two cultures to engage in a comparative study using the framework as a guide. Activities might include a writing piece, a Google Slide show presentation, a poster, a speech, etc.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Students will demonstrate understanding of the similarities and differences of the different regions and indigenous cultures through exit tickets, summaries, Venn Diagrams, and discussions.

Summative Assessments:

- Students will explain the similarities and differences of indigenous cultures through written and/or oral expression by establishing and supporting a claim.

Alternative Assessments:

- Oral presentation with visual model such as a Google slideshow to demonstrate understanding of concepts; drawing models for vocabulary; curation project.

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Core Books:

- *TCI: Social Studies Alive!*
- *National Geographic Encyclopedia of American Indian History & Culture*

Any additional resources that are not included in this list will be presented to and reviewed by the building principal or supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.
- Mark texts with a highlighter.