

Unit 3: Unit 3: Indigenous Peoples of the Americas (Weeks 20-30)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

“Indigenous Peoples of the Americas” addresses the first part of the time period known as “Three Worlds Meet (Beginnings to 1620).” 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 will enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. The focus of this unit is based upon the following disciplinary concepts:

Spatial Views of the World: Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

Human Population Patterns: Human population, patterns, and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth’s surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of populations are also related to physical phenomena including climatic variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

Continuity and Change: Chronological sequencing helps us track events over time. Interactions of people and events throughout history have shaped the world we experience today.

ESSENTIAL QUESTIONS

- How can maps and other geographic representations be used to understand and communicate information?
- How does human migration affect patterns of settlement, environmental changes, and resource use?
- How have the interactions of people and events throughout history shaped the world we experience today?
- How has the American identity evolved over time?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Social Studies (2020)

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.5:

Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

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.4:

Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.EconNM.4:

Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.HistoryCC.2:

Use a variety of sources to illustrate how the American identity has evolved over time

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.

SOC.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.
SOC.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.
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.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among

African, European, and Native American groups.

SOC.6.1.5.HistoryUP.4

Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
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.
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
CS.3-5.8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

PRE-ASSESSMENTS

[Google Form](#)

INSTRUCTIONAL PLAN

MODULE 1

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning to use a variety of sources to illustrate how the American identity has evolved over time.</p>
<p>Student Learning Strategies</p>	<p>SSDP: Developing Questions and Planning Inquiry</p>
<p>Success Criteria</p>	<p>I can:</p> <ul style="list-style-type: none"> • Create an identity chart for my school. • Set up an identity chart for America.
<p>Formative Assessment (drives instructional decisions)</p>	<p>Identity Chart</p>
<p>Activities and Resources</p>	<ol style="list-style-type: none"> 1. Create an identity chart for your school. See Facing History and Ourselves Lesson: Many Voices, One National Identity for an example. Write the name of your school in the middle and ask students, “Who is this group?” 2. Explain to students that we’ll be thinking about the American identity and how it has evolved over time, so we’ll be creating an “America” identity chart. Set this up in notebooks and add what they think represents or contributes to our American identity right now.
<p>Suggested Modifications</p>	<p>See "Suggested Modifications" document</p>

SOC.6.1.5.HistoryCC.2

Use a variety of sources to illustrate how the American identity has evolved over time.

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning to describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. (Focus will be on migration patterns that led to the civilizations of North American Native Americans and other indigenous populations of Central and South America.)</p>
Student Learning Strategies	SSDP: Gathering and Evaluating Sources
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Describe the types of migration patterns. • Identify the major continents in the Western Hemisphere (North and South America). • Trace human migration from Africa to the Americas.
Formative Assessment (drives instructional decisions)	Interactive Human Migration Map Chart
Activities and Resources	<ol style="list-style-type: none"> 1. Class Activity: Watch TEDx: The Story of Human Migration: Your Life in a Tooth. 2. Trace human migration from Africa to the Americas using the Human Odyssey Map. Use the scroll bar at the bottom and read about each migration story up to present day. <p>Have students complete the chart as you go, identifying the type of migration pattern and continent/region. (TEACHER copy and STUDENT copy)</p>
Suggested Modifications	See "Suggested Modifications" document

different regions of the Western Hemisphere.

MODULES 3-4

Days 3-4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>We are learning to use multiple sources to evaluate the impact of movement of people from place to place on individuals, communities, and regions.</p>
Student Learning Strategies	SSDP: Gathering and Evaluating Sources
Success Criteria	<p>I can:</p> <ul style="list-style-type: none">• Identify the achievements and inventions of the Aztec, Inca and Maya.• Use multiple resources to evaluate the movement of early people and how people, communities and regions were impacted.
Formative Assessment (drives instructional decisions)	Achievements and Inventions Chart
Activities and Resources	<ol style="list-style-type: none">1. Class Activity: Watch Brain Pop: Mesoamerica1. Have students watch videos (one as a class, one with a partner and one on their own) and complete the “Aztec, Inca, Maya Achievements/Inventions Chart” <ul style="list-style-type: none">• Brain Pop: Maya Civilization

	<ul style="list-style-type: none"> • Brain Pop: Aztec Civilization • Brain Pop: Inca Civilization <p>Class/Partner/Independent Activity: Aztec, Inca, Maya Achievements/Inventions Chart</p>
Suggested Modifications	See "Suggested Modifications" document

SOC.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.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.ETW.1	Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

MODULES 5-8

Days 5-8

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning about the impact landforms, climate weather, and availability of resources have on where and how people live and work in different regions of New Jersey and the United States.</p> <p>We are learning to explain how cultural and environmental characteristics affect the distribution of people, goods, and ideas.</p>
Student Learning Strategies	SSDP: Developing Claims and Using Evidence
Success Criteria	<p>I can:</p> <ul style="list-style-type: none"> • Identify the impact landforms, climate, weather, and resources had on the lifestyle and work

	<p>patterns of Natives in different regions of the U.S.</p> <ul style="list-style-type: none"> • Explain how Native cultures and their environment affected the spread of people, goods and ideas.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Google Slides with Native American Tribe research • Native American Information Chart
<p>Activities and Resources</p>	<ol style="list-style-type: none"> 1. Class Activity: Read and discuss the Lenape with students using the two texts below. Using the Lenape as an example, complete a slideshow example for students. <ul style="list-style-type: none"> -Epic! The Lenape -Epic! The Native Nations of the Northeast (p. 18-21) 1. Independent Activity: Students will choose a Native American tribe and research. They will record their findings in a slideshow. <ul style="list-style-type: none"> -Native Americans of N. America 1. Independent Activity: Students will complete the Native American Info Chart to identify and recognize how climate, landforms, etc. impacted the Native's way of living and working. <ul style="list-style-type: none"> -Native American Info Chart <p>Book Options (You may already have these in your classroom or building!)</p>
<p>Suggested Modifications</p>	<p>See "Suggested Modifications" document</p>

SOC.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.

SOC.6.1.5.GeoGI.4

Explain how cultural and environmental characteristics affect the distribution and

movement of people, goods, and ideas.

CS.3-5.8.2.5.ETW.4

Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

TECH.9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

MODULE 9

Day 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to compare and contrast the gender roles, religion, values, cultural practices, and political systems of Native American groups.
Student Learning Strategies	<ul style="list-style-type: none">• SSDP: Developing Claims and Using Evidence• SSDP: Presenting Arguments and Explanations
Success Criteria	I can: <ul style="list-style-type: none">• Identify similarities and differences in gender roles, religion, values and political systems between different Native American groups.
Formative Assessment (drives instructional decisions)	Native American Comparison Chart
Activities and Resources	1. Partner Activity: -Students will complete the block chart or Venn diagram with a partner - Native American Comparison Chart
Suggested Modifications	See "Suggested Modifications" document

SOC.6.1.5.HistoryUP.4

Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

MODULES 10 AND 11

Days 10-11

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>We are learning to 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.</p> <p>We are learning to compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p>
<p>Student Learning Strategies</p>	<p>SSDP: Presenting Arguments and Explanations</p>
<p>Success Criteria</p>	<p>I can:</p> <ul style="list-style-type: none"> • Explain the belief systems and family structures of a Native American group and identify the impact on Native governments. • Understand regionalism by comparing and contrasting the different regions of the U.S. through identifying similarities and differences between various Native American groups.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Team Post-It • Discussion
<p>Activities and Resources</p>	<ol style="list-style-type: none"> 1. Class Activity: Demonstrate examining information on the belief system and family structure of the Lenape. Then review the Lenape government structure and discuss how the belief system and family structure impact on their people's government. 2. Class Activity: Students will break into groups, according to the Native group they studied. - Students will discuss how Native beliefs and

family structure impacted their government.

-Each group will share their findings with the class via Post-It and place them on classroom U.S. map.

-Teacher will lead a discussion of Post-its and what they notice about the Natives in different regions and the impact on how the Natives lived.

Suggested Modifications

[See "Suggested Modifications" document](#)

SOC.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.

SOC.6.1.5.HistoryUP.2

Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

TECH.9.4.5.IML.6

Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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.

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.

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.

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.

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.

LA.W.4.10

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.

LA.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LA.SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

LA.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

LA.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make

comments that contribute to the discussion and link to the remarks of others.

LA.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LA.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

REFLECTIONS

Day 1 Reflections:

Day 2 Reflections:

Days 3-4 Reflections:

Days 5-8 Reflections:

Day 9 Reflections:

Day 10 Reflections:

Culminating Project Reflections: