Grade 5 - Unit 1 - Geography, Native Americans

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **10**
Status: **Published**

Rationale & Transfer Goals

This unit will focus on gaining understanding of their state of New Jersey. Students will learn that New Jersey is in the Northeast region of the United States and is made up of many landforms (mountains, plains, rivers). Students will learn about New Jersey's economy and how it created and provides goods, services, jobs and a variety of industries. This unit will explain how European Migration (New Jersey) caused conflict with Native Americans. Students will also gain knowledge of the events that helped to shape the culture of New Jersey. New Jersey is a culturally diverse state with its own state level government and its citizens have rights and responsibilities to their local, state, and national government.

Targeted Standards

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.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
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.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Regions form and change as a result of unique physical conditions, economies, and cultures.
- Patterns of settlement differ markedly from region to region, place to place, and time to time.
- The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
- Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics.
- A nation's economy is influenced by its government, availability of resources, and technological progress.

- Chronological sequencing helps us track events over time.
- Events may be viewed differently based on one's perspective.
- Through participation in the decision-making process, people can initiate change.
- Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- Why do people move?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How have scientific and technological developments over the course of history changed the way people live?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

Important Vocabulary

- migration,
- culture,
- hunters-gatherers,
- agriculture,
- geography,
- physical features,
- continent,
- landforms,
- climate,
- environment,

- region,
- resources,
- trade
- totem
- primary source, secondary source

Content/Objectives

Content - What students will know

- location and characteristics of the continents and major oceans
- various climate regions of North America
- The history of the movement of the Paleo Indians from Asia to the Americas
- Native Americans cultures developed across the different geographic regions of North America, MesoAmerica, and South America.
- West African Kingdoms grew wealthy in trade and primarily followed the Muslim religion.

Skills - What students will be able to do

- identify and analyze how physical and human geography interact to determine the development of cultures, and societies.
- Read migration and trade routes on a map
- draw Native American migration patterns
- examine natural features that affected routes
- compare and contrast Olmec/Maya, Aztec, and Inca
- compare and contrast the cultures of the Native Americans and West African Kingdoms

Instructional Activites

Evidence (Assessments) - How we know students have learned

- MP1 BM Unit 1 (folder)
- exit tickets
- Writing responses with supporting evidence
- making an appropriate text to text, text to self, or text to world connection
- seterra interactive game
- Journal Entry and Rubric
- Native American Poster Project
- Totem Pole Project

Activities/Strategies - How we teach content and skills

BrainPop

- MesoAmerica
- Aztec Civilization
- Inca Civilization
- Maya Civilization
- Native American Traditions

YouTube Videos about the Native American cultures in various regions of the United States

- Native American Videos

HMH Ed Your Friend in Learning online textbook

- Mag 1-4,6-7

Active Listening Note taking

- The Earliest Americas.pdf
- Student Copy of Ch.1, Section 1: The Earliest Americas
- Ch.1, Section 2: The Earliest Americans - The Native American Cultures
- graphic organizer - pros and cons of living near the certain physical features
- Newsela leveled articles and primary sources
  - https://newsela.com/read/primary-source-indigenous-day/id/2000001539/
- Readworks
  - Native Americans-Totem Poles
- Plays
  - native american readers theatre
- Class Discussions

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Navigate through a history online textbook
- Marginal Notes/“Chunking” a text and annotating a text
- Decoding and identifying the meaning of academic vocabulary
- Identifying key supporting details
- Constructing various types of writing

- 7 continents and 4 oceans/ Basic geography terms

Spiral Focus from Previous Unit

- Identifying text features in nonfiction text/navigating through nonfiction text(4th grade ELA)
- Locating the central idea in a large section of text (4th grade ELA)
- Finding the meaning of unknown words (previous grades)
- finding and using supporting details to back up an answer (previous grades)
- Creating an introduction, body, closing with transitions that keep a reader's attention (previous grades)
- Geography (3rd/4th grade social studies)

Instructional Activity

- Textbook Scavenger Hunt: identify the purpose of text features like: table of contents, index, timelines, headings, titles, vocabulary in bold, parts of a unit like chapter and sections.
- Practice taking notes with texts that students have background knowledge.
- Think aloud and model how to find and use details to support an answer.
- Student exemplars; teacher model; critique examples as a class, group and/or individual
- Brainpop - Continents of the World
- Continent rap - Youtube and Flocabulary
- Label blank world maps
- Quizlet, geography bee, label maps, videos, interactive online games

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- Culture and geography can shape an individual's experiences and perspectives.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Specific situations require the use of relevant sources of information.

Key Resources

Holt McDougal - United States History - Beginning to 1877 - Chapters 1 and 2 of Unit 1

HMH Ed Online Textbook

Native land locator interactive map

National Museum of the American Indian

Graphic Organizers

ABC graphic organizer for brainstorming or summarizing
https://docs.google.com/document/d/1OntchjlixkHve1lYMVcD-ou6M4kRCjoWpwL9YJcw1Bo/edit

Compare and Contrast Graphic Organizer - Big H
https://docs.google.com/document/d/1xpUxaJySS4fG0CAX7Cj645AAtPezNQFlfKX4mLpbqi0/edit

Newsela

Readworks

Flocabulary

Get Epic

Interdisciplinary Connections - How does this content impact the following groups

ELA -

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- Interactive Read Aloud - The Day of the Dead, Main Idea and Supporting Details, Summarizing

Math and 21st Century -

5.NF.B.7.c . Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

- Remind students that rather than using money, people traded goods they had, such as tools, furs, and fish, for things they needed.

Science -

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]

- Encourage students to create a list of problems and solutions concerning farming in various environments. View the diagram to write about the water cycle.

Art/Music -

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Wood for Music: What musical instruments were made from wood? Wood was carved to make flutes, drums, and water drums.

What other materials were used in making musical instruments? Animal skins were made into drumheads, and some drums also used water to make sound.

Intersections of History

Black:

Map work:

Identify the location of West Africa on the map where many of the African Americans who were forced to the New World came from.

Hispanic:

Hispanic History Month: September 15 - October 15

Dia de los Muertos

Read Aloud

Activities

Clips from the movie “Coco”

Making Connections:

How does your family deal with death? For example, do you discuss it, do you have certain beliefs etc.

Have you ever experienced someone close to you die? (animal or person)

If so, do you do anything special to remember this person or animal?

Women:

Compare/Contrast the Roles of Native American Women with our lives today

https://www.ducksters.com/history/native_americans/roles_of_women_and_men.php#:~:text=They%20had%20to%20hunt%2C%20farm,society%20in%20their%20daily%20lives.

LGBTQ: