obs. .Gr. 5 Unit 2:American Indians and Their Land

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **6-8 Weeks**
Status: **Obsolete**

Unit Overview

Overview

Students learn why the first Americans migrated to North America and how they adapted to the environments there. In the Preview, students relate their experiences in adapting to a new place and reenact such a move. In a Visual Discovery activity, students use maps and photographs to trace migration routes of the first Americans and summarize how they adapted to different environments. Students do an act-it-out activity on adaptations made by the Inuits in the Arctic. In Reading Further, students study the way the Sioux recorded their history and how geography affected events in their lives. In the Processing activity, students apply their knowledge by creating illustrated vocabulary charts.

Enduring Understandings

Movement of early human groups across large bodies of land were precipitated by needs and wants of the people in the group. These people adapted to the evironments in different ways, depending on the variables within that evironment. Geography and human needs play an important role in the adaptation process of humans.

Essential Questions

What were the causes of early human's migration across North America and the Artic region?

How did man adapt to these new enrironments and why did choose these adaptations?

How does geography and needs and wants affect human choices in adaptation to a new environment?

Instructional Strategies & Learning Activities

Day 1 _____Preview

Suggested time: 35 minutes

Mat.: Section 2.1, Interactive notebook preview sheet

Proc.

1. Connecting to Prior Knowledge:

Notebooks.   Invite them to share their responses.

2. Developing Vocabulary:

• Discuss each term before beginning the activity, using methods described in Solutions for Effective Instruction.

• Review each term again with students as it appears in the activity reading, and encourage them to use it in their writing.

Assess: discussions

 Day 2 _____

Mat.: transparency 2A

Assess: discussion

Day 3 & 4 _____Visual Discovery

Suggested time: 45 minutes

Mat.: SS alive section 2.2 – 2.4, transparencies 2B & 2C,

Proc.:

Phase 1: Analyzing Maps and Photographs

Assess: discussion, reading note responses

 Day 5 _____Phase 2: Interpreting Images to Identify Adaptations to the Environment

Mat.: SS Alive Section 2.5, transparency 2D

Assess: answers to questions, reading notes

 Day 6 _____Reading Further: Recording Sioux History

Suggested time: 35 minutes

Mat.: chapter 2 reading further, transparency 2 E, Information Master 2

Assess: reading further

 Day 7 _____Processing

Suggested time: 25 minutes

Mat.: chapter 2 summary,

Assess: summary

Day 8 _____

Obj.: review for test

Mat.: computers for everyone

Proc.:

Assess: answers

Day 9 _____

Mat.: chapter 2 test

Proc.:

administer chapter 2 test

Assess: test

Integration of 21st Century Themes and Career Exploration

Students will collaborate with peers while viewing various images.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

Students will interact with the lesson using the Smartboard, document camera and chromebooks/Google Classroom

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Interdisciplinary Connections

Students need to use language arts and technology skills.

CCSS.ELA-Literacy.L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.RF.5.3.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.
CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Differentiation

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  - o Understand that gifted students, just like all students, come to school to learn and be challenged.
  - o Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
  - o Consider grouping gifted students together for at least part of the school day.
  - o Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
  - o Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
  - o Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- o **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

    Differentiation occurring in this unit:

- Use of different resources to match the readiness levels of the students when working on the activities in the daily lessons.
- Respond to students' needs for reteaching, reinforcing, and extending learning.
- Use of a variety of instructional strategies to engage students in learning.
- Question prompts to promote student engagement
- Use discussion to promote collaboration among students
- Adjust instruction based on formative tasks/assessments

Tiered worksheet for students needing assistance.

Enrichment opportunities to explore concepts further, such as finding additional examples of concepts covered in the unit, adding illustrations, etc.

Mixed ability grouping to assist students needing support.

Modifications & Accommodations

Modifications and accommodations as per students' individual IEP's. Support and additional individual attention to struggling students. Tiered assignments.

Benchmark Assessments

Teacher made assessments to check for growth.

Formative Assessments

Reading Response Notebooks

Summary writing assignment

Discussion

Simulations

Summative Assessments

Final projects and Unit test on the computer.

Instructional Materials

Social Studies Alive! Series

Interactive Notebooks

Transparencies

Maps

Additional books on the topic are available in the classroom

Computers

Standards

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.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.