

# Obs. Gr. 5 Unit 3: American Indians and their Culture

Content Area: **Social Studies**  
Course(s):  
Time Period: **November**  
Length: **2-3 weeks**  
Status: **Obsolete**

## Unit Overview

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Students learn about seven American Indian cultural regions and the cultural adaptations made by the groups to the environments in each region. In a Preview activity, students examine how environments influence where three types of sports equipment would be used in the United States. In a Response Group activity, students analyze historical artifacts from different American Indian groups and then compare and contrast life in the various regions. In Reading Further, they examine the culture groups of four young American Indians from different regions and exchange information about them by role playing in skits. In the Processing activity, students write a letter that explains the inaccuracies in the film industry's stereotyping of American Indians.

## Enduring Understandings

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Studying the history of the Indians in North America help us to understand the past and how it relates to today's world and the American way of life.

- **Identify, compare, and contrast seven American Indian cultural regions.**
- **Analyze artifacts to identify which ones American Indians may have used as they adapted to each region.**
- **Identify aspects of the ways of life of four young American Indians from different cultural regions.**

## Essential Questions

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Who were the American Indians?

How did they live?

How do their lives compare and contrast to our life today?

What can we learn from studying their history?

## **Instructional Strategies & Learning Activities**

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Day 1 \_\_\_\_\_

Mat.: Interactive notebook packet , transparency 3A

Suggested time: 25 minutes

1 Connecting to Prior Knowledge: To help students understand how the environment affects their lives, discuss types of sports equipment that most students are familiar with.

Assess: map and key

Day 2 \_\_\_\_\_ Building Background Knowledge: Introduce the concept of cultural regions.

Mat.: presentation of chapter 3, transparency 3A

- Developing Vocabulary: Introduce key social studies terms—culture, nomadic, cultural region, artifact, mesa, gorge and government.

Assess: discussion, vocab. words

Day 3 & 4 \_\_\_\_\_ Response Group

Mat.: Student handout 3 A

Suggested time: 30 minutes

Phase 1: Analyzing Information

Assess: answers in interactive packet

Day 5,6, & 7 \_\_\_\_\_

Mat.: packet, poster board

Obj.: analyze a tribe and its functions

Assess: poster/presentation

Day 8 & 9 \_\_\_\_\_ Processing

Mat.:

Suggested time: 35 minutes

1 Have students write a persuasive letter

Assess: letter

Day 10 \_\_\_\_\_

mat.: chapter 3 test – open book

Proc.:

1. administer test

Assess: test

## **Integration of 21st Century Themes and Career Exploration**

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Students meet these standards through collaboration and designing.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## **Technology Integration**

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Students use technology to research artifacts and design information about tribes.

TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

## Interdisciplinary Connections

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Students need to use their language arts, technology, and artistic skills.

LA.5.CCSS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.5.CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.5.CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.5.CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.5.CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

## Differentiation

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- 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.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **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:**

Selected grouping

Graphic organizers

Enrichment: Give more than required examples

Discussion

## **Modifications & Accommodations**

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IEP accommodations

Selected groups

## **Benchmark Assessments**

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tests

## **Formative Assessments**

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discussion

worksheets

presentations

## **Summative Assessments**

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Final projects

Final test

## **Instructional Materials**

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See information imbedded into the lesson plans above.

## **Standards**

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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.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.