Sept. Unit 1 America's Geographic Setting

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **16 weeks**
Status: **Published**

Unit Overview

Unit Overview

Geography of the United States

Native Americans and Their Land

Native American Cultural Regions

How and Why Europeans Came to the Americas

Routes of Exploration to the Americas

Enduring Understandings

When Christopher Columbus arrived in the Americas, he thought he had discovered a new land. Although millions of indigenous peoples lived in the Americas at that time, most Europeans were unaware that these huge continents even existed. And they remained unaware of what they had found for some time. For example, a 1507 map by German mapmaker Martin Waldseemuller shows the Caribbean islands but depicts the rest of North America as a gigantic island—most likely Japan. As Columbus sailed west across the Atlantic, he had hoped to find a direct trade route to Japan and the rest of Asia. What he found, instead, were the Americas, two huge continents filled with many different people and natural resources.

Essential Questions

What can geography teach us about the United States?

How did Native Americans adapt to different environments in North America?

How and why did Native American cultural regions differ?

What did explorers take to and from the Americas during the Age of Exploration?

What were the effects of European exploration in the Americas?

Instructional Strategies & Learning Activities

Lesson 1 - Geography of the United States

Essential Question: What can geography teach about the United States?

Vocabulary: climate, compass, geography, globe, government, landform, latitude, longitude, physical feature, vegetation

Preview: Take on the role of a geographer to make connections between historical photographs and a physical map of the United States.

Activities:

1. Read Sections 1–2.
2. Practice using globes, maps, and latitude and longitude. -Geography Booklet, Bingo, Hurricane Hunt, Message in the Bottle
3. Complete Geography Challenge A.
4. Debrief as a class.
5. Follow through the rest of the slides and discuss
6. Read Section 3. Label a political map of the United States with the states and capitals.
7. Read Section 4. Then, practice identifying physical features.
8. Read Sections 5–9. Complete Geography Challenge B.
9. Debrief as a class.
10. Follow through with the rest of the slides
11. Lesson Game

Lesson 2 - Native Americans and Their Land

Essential Question: How did Native Americans adapt to different environments in North America?

Vocabulary: adaptation, environment, kiva, migration, natural resource, origin story

Preview: Learn about the importance of storytelling. Then watch and analyze a video of a Hopi origin story through the slides.

Extension: Recount and trace the migration routes of the First Americans, and retell the story of their journey**.**

Activities:

Read Sections 1 and 2.

1. In your Activity Notes, complete the table about four natural environments.
2. With a partner, locate four hidden objects or organisms related to adaptation in each natural environment.

3. As a class, discuss how four Native Americans adapted to their environment.
4. Read Section 3 and complete your Activity Notes on an Inuit family.
5. Lesson Game
6. Compare Hopi story from PBS to the story in the book.

Follow through with the slides

Show What You Know: Create symbols for the lesson's key vocabulary words and draw them on a bison skin.

Lesson 3: Native American Cultural Regions

Essential Question: How and why did Native American cultural regions differ?

Vocabulary: artifact, cultural region, culture, gorge, mesa, nomadic

Preview: Use your previous geographic knowledge to make a hypothesis about which Native American cultural regions are represented by seven photographs taken throughout North America. Follow through with the slides.

Activities:

1. Read Sections 1–7.
2. Visit a collection and examine its artifacts.
3. Determine which region the collection matches, and complete the corresponding Activity Notes.
4. Lesson Game

Extension: Presenting Your Native American Cultural Region:
Share the evidence you collected about your assigned region with your class. Use the collection of artifacts to support your claims.
Hand out Four Young Native Americans packet - students are to chose one tribe and create a poster
- title
-include map showing location and label region
-natural resources and how it affects the way they live and culture
- jobs
-interesting facts
-pictures

Show What You Know: Find similarities and differences among three different Native American cultural regions, and complete a graphic organizer.
Lesson 4: How and Why Europeans Came to the Americas
Essential Question: What did explorers take to and from the Americas during the Age of Exploration?
Vocabulary: Age of Exploration, the Americas, astrolabe, cash crop, explorer
Preview: List tools you would use to plan and take a family trip. Think about the problems you might experience without these tools. - Follow the slides and view the video
Activities:

1. Team up with your partner.
2. Select roles and complete a dive.
    - Divers: Dive in and retrieve an artifact. Discuss the questions on the back of the artifact.

- Research scientists: Find the section in which the artifact is discussed. Read that section with your partner and complete the notes.

3. After each dive, check your work and return the artifact to where you found it.
4. Categorize artifacts as navigation tools, motives for exploration, or new products from the Americas
5. With your partner, use evidence and reasoning to categorize your assigned artifact.
6. Complete your table.
7. Debrief as a class.
8. Lesson Game

Show What You Know: Write a claim about the biggest motive for European exploration.
Show on YouTube: Comparing the Lives of Native Americans - Exploring Our Past
Native American History for Kids- Learn Bright

Lesson 5: Routes of Exploration to the Americas
Essential Question: What were the effects of European exploration in the Americas?
Vocabulary: colony, conquistador, contagious disease, East Indies, Northwest Passage
Preview: Consider the planning and preparation a sea captain would have to do before setting sail across the Atlantic in 1500.
Activities:

1. Read pg. 88 and then 92-93 - go through chapter pointing out explorers - partners choose their explorer.
2. Hand out the requirements - students will create their Explorer's report using google slides. Students will research the required areas related to and organize their information into bulleted statements.
3. Student will use different resources to locate information.
4. Students will organize their information.
5. present Google slide presentation
6. Lesson game

Extension: Explorers' Game: Play a game to review the motives and impacts of European voyages to the Americas.

Integration of Career Readiness, Life Literacies and Key Skills

Students are learning about the world around them so that they can communicate more clearly. They are also learning latitude and longitude to know their place in the world.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.4.2.CT	Critical Thinking and Problem-solving
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

Technology and Design Integration

Students are using technology to understand features and their place in the world by viewing maps.

8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

Interdisciplinary Connections

Students are using their technology skills.

LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.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).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

MA.5.MD.A	Convert like measurement units within a given measurement system.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
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

-
-
    - 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:

-
    - 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

Modifications & Accommodations

-
    - Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

    Modifications and Accommodations used in this unit:

- In class support and scaffolding based on the individual IEP's

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a

standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

tests, latitude and longitude are used through the year

Formative Assessments

-
    - Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Task completion
- Answers and discussions
- Student maps
- Bingo
- Quizzes/tests
- Participation
- Slide Show Presentation

Summative Assessments

-
    - **Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

- Quizzes
- Final Test

Instructional Materials

TCI History Alive Textbook

Teacher made instructional materials

Supplies for projects

Chromebooks

Standards

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.
	The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.
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.
	Geography, People, and the Environment: Spatial Views of the World
6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
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.2	Use historical maps to explain what led to the exploration of new water and land routes.
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.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.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.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.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.