

04 Unit 4: Native Americans Copied from: 3rd Grade, Copied on: 11/15/23

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **3 weeks/ 15 lessons**
Status: **Published**

General Overview, Course Description or Course Philosophy

Social Studies 3

Social studies will provide students with the knowledge and skills necessary to become active informed members of society. It will facilitate thinking about their community and the world around them so that they can become responsible civic-minded individuals. During the third grade students will focus on "Civics in the Classroom", "Civics Beyond the Classroom", "Maps & Geographic Tools", "Native Americans".

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

CONTENT AREA STANDARDS

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.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.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.
SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as

	necessary.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
TECH.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 (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- migration is the movement of people from one country or area of the world to a new place in another country or area.
- natural resource is something from nature that is useful to people, such as soil, water, vegetation, and minerals.
- environment is everything that surrounds a given area.
- adaptation is a change or adjustment in a way of life that allows people to survive in a particular environment.
- a nomad is a person who moves from place to place.
- culture is way of living of a group of people.
- a cultural region is an area of the world where people develop similar ways of life, especially similar customs and beliefs.
- North and South America are found in the Western Hemisphere of the World.
- Native Americans are believed to have migrated from Siberia Asia across a land bridge into North and South America.
- Native Americans migrated throughout a long period of time in North and South America when they were following their food source.
- as Native Americans migrated they adapted to their environment; for example, the Inuit used snow and ice to build igloos.
- as Native Americans adapted their culture developed in response to the environment and their beliefs.
- when a group of people migrate to a region their way of life will affect the environment; for example, when the Native Americans in the Eastern Woodlands settled in New Jersey they used the trees to build homes.
- several of the Native American regions of North America were: the Northwest Coast, the Great Plains, the Southwest, the Eastern Woodlands, California, and the Plateau.
- one region that the Native Americans settles was known as the Eastern Woodlands which stretched

east from the Mississippi River to the Atlantic Ocean.

- the Eastern Woodlands environment consisted of the four seasons, thick forests, rivers, animals, fertile land, and animals like turkey and deer.
- the Native Americans in the Eastern Woodlands adapted to their environment in many ways; such as, making canoes from the trees so that they could catch fish.
- another region that the Native America settled was known as the Great Plains which extended from the Rocky Mountains to the Mississippi River Valley.
- the Great Plains environment consisted of vast grasslands with plenty of buffalo roaming the land.
- the Native Americans adapted to the Great Plains by utilizing the buffalo that roamed the area; for example, they made tents using buffalo hide and used the buffalo tendons in their bows.
- the men of Great Plains and Eastern Woodlands typically would leave to accomplish tasks necessary such as hunting while the women stayed home to complete tasks like cooking and tending the children.
- the religions of the Great Plains and Eastern Woodlands were similar because they both worshiped gods of nature.
- the Great Plains worshiped the gods of the earth and air and the Eastern Woodlands worshiped the spirits of nature and Supreme Being who was all powerful.
- the women of the Plains were inferior to men, but in the Eastern Woodlands they were leaders and very powerful.
- the government of the Native Americans of the Plains and Woodlands were similar because they both had groups of people (i.e. Iroquois Confederacy, council) that made decisions for the people.
- one tribe in the Eastern Woodlands are the Lenape, their culture valued peace and equality.
- the Native Americans that lived in New Jersey are an important part of its history as evidenced by the many places named after them; for example, Mahwah means "meeting place" in the Lenape language.

Procedural Knowledge

Students will be able to:

Describe how areas in North and South America were impacted by the Native American settlements.

Use multiple sources to evaluate the impact of the movement of the Native Americans from place to place.

- define migration, natural resource, adaptation, nomad, culture, cultural region, environment.

- locate North and South America.
- describe the migration of Native Americans.
- identify Native American groups and regions.
- describe various regions and their environment in North and South America.
- describe and evaluate how the Native Americans impacted various regions.

Compare and contrast various Native American groups.

- define religion, value, gender, political.
- compare Native American groups.
- contrast Native American groups.

Describe how Native American influenced different regions of New Jersey.

- identify the Lenape Native Americans.
- locate New Jersey.
- evaluate evidence and make inferences on how Native Americas influenced different areas in New Jersey.

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

Questions that may be addressed but not limited to are:

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

How and why did different Native American cultural regions differ?

How did the movement of Native Americans to North and South America impact different regions?

- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- self-assessments
- exit tickets

Summative Assessments

Questions that may be addressed but not limited to are:

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

How and why did different Native American cultural regions differ?

How did the movement of Native Americans to North and South America impact different regions?

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product

- tests/quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

www.teachtci.com - Social Studies Alive! Community and Beyond Lesson 1, 4

teacher created resources- Lenni Lenape

Supplemental:

<https://www.state.nj.us/state/historykids/teachersGuide.htm>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - implementation of conventions of Standard English, information reading and writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - reading maps, key and scale

Visual and Performing Arts - debate, presentations

Science - adaptation, environment, human interactions with the environment

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

