# Unit 2 - North American Geography, Native Americans, and the Age of Exploration

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

## Unit Overview

Students will use their physical and cultural geography skills to learn about how Native Americans adapted to their environment in North America. Students will also learn about the Americas during the Age of Exploration.

## Enduring Understandings

Maps are able to provide us with information about a region.
During the Age of Exploration, Explorers interacted with people and culture, which had both positive and negative impacts.

## 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?

## Learning Objectives

Use maps to identify the major regions of the United States.
Understand and use different maps (political, physical and climate) and globes.
Use latitude and longitude to locate places on Earth.
Compare and contrast the regions of the US.
Determine how geographic features affected where people chose to live and played a key role in the development of the United States.
Explore migration routes of the first people who came to North America.
Describe how landforms, climate and weather, and availability of resources have impacted where and how people live.
Examine how the climate of the United States and NJ has changed. (Climate Change)
Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
Explain the impact of European exploration on the Native Americans.
Research and explain the reasons various early explorers (i.e. Christopher Columbus, John Cabot, Juan Ponce

de Leon, Hernan Cortes,etc.)
Use historical maps to explain what led to the exploration of new water and land routes.
Use evidence to identify and explain the motives for exploration, products and the technology that helped exploration.
Students will examine maps of routes and territories in North America.
Identify major Native American groups impacted by colonization.
The Dreamcatcher | Native American Culture (DEI)
Library of Congress: Media Gallery (AAPI)

## Standards: Content

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| 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.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. |
| 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.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.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.GeoSV.4 | Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS). |
| 6.1.5.GeoSV.5 | Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. |
| 6.1.5.GeoHE.1 | Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. |
| 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.GeoHE.3 | Analyze the effects of catastrophic environmental and technological events on human settlements and migration. |
| 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. |

## Standards: Interdisciplinary

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| 8.1.5.IC.1 | Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. |
| 9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |
| RI.CR.5.1 | Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. |
| RI.CI.5.2 | Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. |
| RI.TS.5.4 | 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. |
| RI.MF.5.6 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI.CT.5.8 | Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. |
| 8.2.5.ITH.1 | Explain how societal needs and wants influence the development and function of a product and a system. |
| W.AW.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| W.IW.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W.IW.5.2.A | Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension. |
| W.IW.5.2.B | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| W.IW.5.2.C | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). |
| W.IW.5.2.E | Provide a conclusion related to the information of explanation presented. |
| W.SE.5.6 | Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. |
| SL.PE.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. |
| SL.PE.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| SL.PE.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| SL.II.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |

## Assessment Evidence

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| Formative | Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions |
| Summative | Tests, Quizzes, Projects, Written and Oral Responses |
| Alternative & Benchmark | Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments<br>Benchmark – Teacher generated unit assessments, project based activities |
| Assessment Evidence Resource | |

## Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Nation Macmillan McGraw- Hill 2005, Microsoft 365, Primary and Secondary Source Documents
North America's Great Waters | Explorers and Traders | PBS LearningMedia
Young Explorers | PBS LearningMedia
The Lead-up to the Age of Exploration (readworks.org)
Exploration, Trade, and Colonization (readworks.org)
The Dreamcatcher | Native American Culture (DEI)
Library of Congress: Media Gallery | Maps from the World Digital Library (AAPI)
Social Studies Primary Source List

Instructional Resource List

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

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| | Amistad | X | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| | Climate Change | X | Asian American & Pacific Islander |

## Social Emotional Learning (SEL) Competencies

*NJ Social and Emotional Learning Competencies & Sub-Competencies*

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| | Self-Awareness | X | Relationship Skills |
| X | Responsible Decision-Making | | Social Awareness |
| | Self-Management | | |

## 21st Century Skills & Themes

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| X | Global and Cultural Awareness | X | Technology Literacy | | Planning and Budgeting |
| X | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| X | Information and Media Literacy | X | Digital Citizenship | | Economic and Government Influences |
| X | Critical Thinking and Problem Solving | | Credit Profile | | Career Awareness and Planning |
| X | Civic Financial Responsibility | | Financial Psychology | | |