Unit 4 - History, Culture, and Perspective

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

Unit Overview

In this unit, students will study the beginnings of the New World, including the Native Americans, immigration and historical perspectives.

Enduring Understandings

Understanding the past helps us to better understand our present.

Essential Questions

What are some different Native American groups?
How does studying the culture of Native Americans help us understand American History?
How did Native Americans live before and after European settlers arrived?
What motivates people to migrate to the United States (or other places)?
Identify and explain the Mayflower Compact.

Learning Objectives

Identify Native American groups within NJ and the United States.
Compare and contrast gender roles, lifestyles, religion, and political systems among Native American tribes.
Why do we study history? What role does a historian have in helping us to understand history?
Discuss how a person's background, education, location, age and other factors can impact their perspective on a historical event and discuss how different people can interpret events differently.
Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Discuss that various groups arrived in America both on a voluntary and involuntary basis (slaves)
Discuss challenges for both groups when they arrived in America.
Explain important ideas included in the Mayflower Compact and how the document helped form our present-day government.
Define what is meant by the American identity.
Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
StoryCorps: Father, Daughter and the Holocaust (Holocaust Law)
The Gullah People Are Trying to Preserve Their Culture (Amistad Law)
World Cultures Collection | PBS LearningMedia (Diversity, Equity and Inclusion)
The Comanche Tribe (Diversity, Equity & Inclusion)
John Herrington: The First Native American Astronaut (AAPI Law)

Lilu's Bright Diwali by Anita Nahta Amin (Diversity, Equity and Inclusion)
Eva Kor | Documentary and Educator's Guide (Holocaust Law)
Senufo Mud Painting | PBS LearningMedia (Amistad Law)
Kyle Maynard: Living the "No Excuses" Lifestyle (DEI PPw/D)

Standards: Content

Standards: Interdisciplinary

9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
RI.CI.3.2	Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
RI.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.
RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.3.2.B	Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).

W.IW.3.2.E	Provide a conclusion related to the information or explanation presented.
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
SL	Speaking and Listening
SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.II.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Assessment Evidence

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 Benchmark – Teacher generated unit assessments (unit tests)
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Our Communities: MacMillian Mc Graw Hill, Microsoft 365, Primary and Secondary Source Documents

StoryCorps: Father, Daughter and the Holocaust (Holocaust Law)
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Instructional Resource List

Curricular Mandates

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

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

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

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		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		