

<b>Grade:</b> 5 <sup>th</sup> Grade <b>Subject:</b> Social Studies	<b>Unit of Study: Unit 1 –Native Americans</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Unit 1 –Native Americans will explore the original inhabitants of the Americas. During the Ice age, nomads crossed a land bridge connecting Asia and North America. Since then, people of various cultures have made the Americas their home. These incredible civilizations rose and fell over thousands of years before Europeans crossed the Atlantic and ‘discovered’ them.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Describe the arrival of ancient people to North America.</li> <li>• Identify locations of ancient Native American civilizations on a map.</li> <li>• Identify geographic regions and their natural resources in terms of North American Native American life.</li> <li>• Describe North American Native American culture.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did ancient people originally migrate to America?</li> <li>• Who were the ancient Native Americans?</li> <li>• How were North American Native American linked to their regional environment?</li> <li>• What were different Native American customs concerning kinships, land use, division of labor, religion, and trading</li> <li>• How were the Native Americans customs different from Europe?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Native Americans</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 6.1.8.A.1.a—Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>• 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.</li> <li>• 6.1.8.B.1.b—Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</li> <li>• 6.1.8.C.1.a—Evaluate the impact of science, religion, and technology innovations on European exploration.</li> <li>• 6.1.8.C.1.b—Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li> <li>• 6.1.8.D.1.a—Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</li> <li>• 6.1.8.D.1.b—Explain how interactions among African, European, and Native American groups began a cultural transformation.</li> <li>• 6.1.8.D.1.c—Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• “A History of US” series by Joy Hakim, Oxford University Press</li> <li>• Reading Like a Historian (Stanford) <a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a></li> <li>• Facing History and Ourselves <a href="https://www.facinghistory.org/">https://www.facinghistory.org/</a></li> <li>• US History primary sources: <a href="http://www.nationalhistoryday.org/USHistoryPrimarySources.htm">http://www.nationalhistoryday.org/USHistoryPrimarySources.htm</a></li> </ul>

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