

<b>Subject: Social Studies</b> <b>Grade Level: Fifth Grade</b> <b>Unit Title: Native Americans</b>	<b>Timeframe Needed for Completion: 4 weeks</b>  <b>Grading Period: 1<sup>st</sup></b>
<b>Big Idea/Theme: Diversity and Change</b> <b>Understandings:</b> <ul style="list-style-type: none"> <li>• Diverse historical people influence regions over time.</li> <li>• Communities and regions are often developed due to necessity for survival and to preserve values and traditions.</li> <li>• Historical sources from multiple points-of-view may be used to develop an understanding of what happened in the past.</li> </ul>	
<b>Essential Questions:</b> *How can events in history have an impact on the land and the people? *When, where, why, and how did different groups of people settle in different regions of the United States? *How might the Native Americans of the past have influenced your life today?	<b>Curriculum Goals/Objectives:</b> <b>5.H.1.1</b> Evaluate the relationships between European explorers (French, Spanish, and English) and Native American groups, based on accuracy of history information (belief, fears, and leadership) <b>5.C.1.1</b> Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. <b>5.C.1.4</b> Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.
<b>Essential Skills/Vocabulary:</b> Historian, confederation, Algonquian, Iroquoian, longhouses, barter, Aleut, Inuit, culture, diversity, civilization, and ancestors  <b>Unit 2 Lessons 1 &amp; 2 of Harcourt SS Text:</b> Skim & scan pages 49, 55, & 57 in SS text Cause & effect pages 52 & 56 in SS text Draw conclusions page 54 in SS text Recall & retell page 56 in SS text Compare & contrast page 57 in SS text	<b>Assessment Task Options:</b> *Students can research an early civilization of the Americas, such as the Olmec, Maya, or Mound Builders. Students will write a short report that describes the location of the civilization, what it was like, and when it existed. *Students can compare and contrast the land routes of early people map on page 48 of SS text to a present-day physical map of the Americas. Students should describe how the geography of North America was different in prehistoric times and invite them to speculate how those geographic differences made life in prehistoric times different from life today. *Students can choose a Native American group labeled on the Early Cultures of North America map on page 53 of SS text. Students then research to learn more about the group's history, culture, traditions, foods, and other ways of life. Students will compile their findings into a poster or presentation and share it with the class. *Students can work in small groups to plan a brief skit depicting an event or process described or illustrated in this lesson, such as a meeting of the Iroquois League, the construction of a tepee, or a whale hunt. There should be a narrator that introduces the subject of the skit and its history, geographic, and cultural background. *Imagine that you could visit one of the Native American groups described in these lessons. Write a letter that describes the group's daily life.

**Integration Opportunities & Additional Resources:**

Sees Behind Trees & Island of the Blue Dolphins (excerpts in Harcourt Trophies Literature Book) (whole text in media centers)

Wampum Game (directions online)

[www.readinga-z.com](http://www.readinga-z.com) CCS pays for our subscription (The Inuit: Northern Living) (Ancient Cliff Dwellers) (Discover in the America's) (The Algonquins) (The Haidas) (The Apaches) (The Cherokees) (The Cheyennes) (Native Americans of the Great Plains) all these titles are levels U-Z

[www.smarttech.com](http://www.smarttech.com) Smart Board lesson downloads (Northeast Indians) (Native Americans) (Native American Regions)

[www.schooltube.com](http://www.schooltube.com) (Elizabeth Cook-Lynn {0:47 second} video of a Native American author) (Native Indians {2min:17sec} video on Indian culture) (Watterloo Village {2min:35sec} video) (History of the First Thanksgiving . . . in less that 5 minutes {3min:40sec} video) (Iriquios Nation Origin {4min:43sec} video about legends) (Apache Tribe {1min:23sec})

[www.youtube.com](http://www.youtube.com) (Native Americans – A collection of images of Native Americans) (Cherokee Morning Song) (Native Americans First Nations/Native Americans {6min:14sec} video) (Sioux Native Americans Fight To Reclaim Land {3min:02sec} Mt. Rushmore – Black Hills)

[www.eharcourtschool.com](http://www.eharcourtschool.com) primary sources {art/Sequoyah in capitol complex) (artifacts/Iroquois Wampum Belt) (artifacts/National Geographic Aleut Hunting Hat) (artifacts/Navajo Cultural History and Legends) (books/Collections Guide and Bibliographies: Indian Removal Act) (building/A Mohawk Iroquois Village)

[www.edhelper.com](http://www.edhelper.com) (subscription needed) a variety of reading passages that include comprehension questions, writing tasks, and vocabulary activities