



Marietta City Schools

District Unit Planner

Grade 3 Social Studies

Theme	Unit 4 American Indians Past and Present	Unit duration (Days)	15 - 30 Days
-------	--	----------------------	--------------

GA DoE Standards

SS3H1 Describe early American Indian cultures and their development in North America.

- Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.
- Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
- Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

SS3G3 Describe how physical systems affect human systems.

- Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.

Information Processing Skills:

- compare similarities and differences
- organize items chronologically
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations

Map and Globe Skills:

- use a compass rose to identify cardinal directions
- use intermediate directions
- compare and contrast the categories of natural, cultural, and political features found on maps

7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location

Themes and Enduring Understandings:

Location: The student will understand that where people live matters

Human Environmental Interaction: The students will understand their actions influence the environment.

Essential Questions

Factual—

What makes up a group's culture?

How do the contributions of early American Indian cultures remain visible in our lives today?

How did American Indians in different regions use their environments?

Inferential—

How were early American Indian cultures alike and different from one another?

Why did American Indians settle in the regions with which they are identified?

Why did some Native American nations create permanent villages, while others remained nomads?

How did the environment help to affect food, clothing, and shelter of American Indians?

How do American Indians of today contribute to American life, especially culturally?

Critical Thinking-

How does where we live shape how we live?

What other aspects of culture are shaped by the environment?

Tier II Words- High Frequency Multiple Meaning

Contributions
Aspects
Settle
Shape/Shaped

Tier III Words- Subject/ Content Related Words

American Indians, Native Americans
North America
Region: Arctic, Northwest Southwest, Plains, Northeast, and Southeast

- Describe cultures and way of life for American Indians in each region
- Compare/contrast how, why and where American Indians lived

Physical systems
Human systems
Continued contributions of American Indians to arts and literature

Assessments

Summative Assessment(s):

American Indians Past and Present Blueprint and Key

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

Theme Based Writing Task and Rubric:

1. *How did physical systems affect American Indian groups?*

Students respond to the prompt by citing specific evidence from their learning. Teachers may choose to assign each student a regional group.

SS3H1 Describe early American Indian cultures and their development in North America.

a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.

b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

2. [DBQ: How do American Indians contribute to American culture and society today?](#) Students complete document analysis to communicate understanding of the modern contributions of American Indians

SS3H1 Describe early American Indian cultures and their development in North America. c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

Terminology Information: After research and discussion, the GA GSEs refer to Indigenous Peoples of the Americas as “American Indians.” Native American is also a highly accepted term within our indigenous groups, however teachers are encouraged to use the language of the standards, as this is consistent across the GSE and will be tested on the 8th Grade Georgia Studies and US History Milestones.

[Parent Information Letter-](#) **edit for school specific information**

[K-5 Map Collection:](#) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video Click [here](#) for Additional Content Video

Click [here](#) for a stations implementation video

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

This unit includes Museum Box Lessons and Activities for American Indian Regions. Complete the [Museum Box Request form](#) to reserve the Museum Box.

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[20-Day Plan: Early American Indian Culture](#)

Objective or Content	Learning Experiences	Differentiation Considerations
SS3H1 Describe early American Indian cultures and their development in North America. c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).	DBQ: How do American Indians contribute to American culture and society today? Students integrate historical understanding of American Indian Cultures to gain understanding through document analysis of the contributions of modern American Indians to American culture.	Preview Vocabulary prior to teaching. Read aloud and/or analyze documents in small groups. Provide sentence starters for writing. Model document analysis steps.
SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.	Regions of Our Continent Locate and identify characteristics of the geographic regions inhabited by American Indians. Students will create a comparison highlighting similarities and differences. At the end of this activity, students will have information on each region and a color-coded map of regions to use as a base for upcoming learning.	Utilize purposeful grouping. Group students homogeneously to allow for small group/guided instruction. Enlarge the documents or stretch the boxes. Prepopulate or model drawing the lines for the map. Provide a word list as needed.
SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.	American Indians by Region Museum Box Lesson- explore the culture of American Indians living in North America before European contact. Identify and explain their similarities and differences.	Refer back to the region organizer. Jigsaw the informational reading into regions. Review reading passages and/or informational text guided reading groups. Provide an article frame for

<p>SS3G3 Describe how physical systems affect human systems.</p> <p>a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not</p>		students who need support.
<p>SS3H1 Describe early American Indian cultures and their development in North America.</p> <p>c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p>	<p>Literary Legacy</p> <p>Explore cultural and literary contributions of American Indians in our country. Teachers may choose to extend the lesson by having students create their own trickster tale independently or in groups to develop narrative writing skills.</p>	<p>Pressing more clear examples. Model inferential thinking. Use thinking prompts to engage student understanding.</p>
<p>S3H1 Describe early American Indian cultures and their development in North America.</p> <p>a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.</p> <p>b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p>c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p>	<p>American Indian Museum</p> <p>Students will work collaboratively to create a museum display showcasing accomplishments and contributions of American Indians past and present. This is a great opportunity to invite family or community members to your class to visit the museum.</p>	<p>Utilize purposeful grouping and/or small group instruction.</p>
<p>Recommended High Quality Complex Texts</p>		
<p><i>Giving Thanks: A Native American Good Morning Message</i> by Chief Jake Swamp <i>The Girl Who Loved Wild Horses</i> (Plains Indians) by Paul Goble <i>Buffalo Woman</i> (Plains Indians) by Paul Goble <i>The First Strawberries</i> (Cherokee Indians) by Joseph Bruchac <i>How the Stars Fell Into the Sky: A Navajo Legend</i> by Jerrie Oughton <i>Thirteen Moons on Turtle's Back: A Native American Year of Moons</i> by Joseph Bruchac <i>The Inuit: People of the Arctic</i> by Jennifer Fleischner The Inuit by Anne Wallace Sharp. <i>Seminole</i> by D. L. Birchfield <i>If you lived with the Hopi</i> by Anne Kamm</p>		

Discovery Education Videos

[Native Americans the First People](#) (DE Video)