

## Unit 1

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| <b>Unit 1: Indigenous People of the North East and Exploration</b>  |   | <b>Duration: 47 days</b>   |
| <b>Unit Overview - FOCUS:</b><br><br>How does culture impact identity? Is it important to preserve identity? What are the consequences of change? How did the decisions and actions of one group affect other individuals and societies? In this unit, students will critically examine European global exploration, identity and culture in regards to both the indigenous people of North America and explorers. Students will be asked to consider what happens when cultures come together and what factors influence and impact cultures and how they change in response. <b>This unit will connect with the overarching themes of Change and Consequence and Culture and Identity. These themes span K-6.</b>   |   | <b>Topic Titles:</b> <ul style="list-style-type: none"><li>● Entry Task: <u>Drawn Together</u> and the small moment narrative</li><li>● An investigation into Identity: Indigenous People of the Northeast (15 Days)</li><li>● Hiawatha and Change (15 Days)</li><li>● We are Still Here (15 days)</li></ul> |
| <b>Coherence: How does this unit build on and connect to prior knowledge and learning?</b><br>In third grade, students were exposed to the idea of indigenous people, Africans, and Europeans as groups that were the first to arrive in North America from other places and the various motivations behind their arrival. Students take time to understand how European exploration changed places and people not just in North America or Europe, but around the world, including people from West Africa, who were forcibly removed from their homes and transported around the globe as forced labor. In fourth grade, students explored the idea of “change” as pertaining to culture/society and technology by critically examining the United States’ involvement in various conflicts both internationally and at home. |   |  |
| <b>Essential Questions:</b><br><br>Overarching Year-long Essential Questions: <ul style="list-style-type: none"><li>● What does it mean to be free?</li></ul><br>Unit Essential Questions: <ul style="list-style-type: none"><li>● Who am I?</li><li>● How can learning about myself help me understand others?</li><li>● How does sharing our story help to explore our identity and help others learn about theirs?</li></ul>   | <b>Enduring Understanding: The major ideas you want students to internalize and understand deeply. These understandings should be thematic in nature. They are not the end all, be all of the question. They are focused to align to the focus (unit overview)</b> <ul style="list-style-type: none"><li>● <b>Culture impacts identity.</b> Who we are is heavily influenced by the culture we are immersed in and the society to which we belong. The many aspects of culture play a role in molding one's identity. What happens when cultures collide? Long before people came to the New World, the Indigenous people of North America had a culture that shaped their identity. As people began to come to the New World, some of those aspects of their culture were forced to change. As cultures came together and sought to co-exist, people grappled with not only who they were, but who they were becoming - and who was telling their stories.</li><li>● <b>Knowing what impacts and influences me helps me empathize with others in the past and the present.</b> As technology opened up the globe to Europeans, it also brought change to every culture that interacted with it. And with change comes consequence. While people around the</li></ul> |  |

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|  | <p>globe found new and different ideas and resources, other ideas and resources were lost. Changes in indigenous cultures were a result of exploration and colonization. By knowing ourselves - our values and beliefs instilled in us through our cultural and social connections - we can get to know others and how historical events, geographic changes, the economy, and engagement with rules and laws (our own and others') indelibly changed people.</p> <ul style="list-style-type: none"> <li>● <b>We live storied lives.</b> Everyone has a unique story about themselves and by sharing our family stories we connect with those in the past as well as those in the present. When we share our stories with others, we share our values and beliefs. We share what is important to us and what motivates us. We learn who we are and who we want to become through our stories of self; we learn about others through their stories. When we dig deeply into the stories of others - stories that may be hidden from us or unspoken for many years - we gain a new perspective and new outlook. We expand our understanding of the world and our place in it. Shared stories are powerful tools for connection and understanding.</li> </ul> |   |
| <p><b>What Students Will Know:</b></p> <ul style="list-style-type: none"> <li>● Culture is part of who we are</li> <li>● Indigenous cultures of the northeast and how changes in these cultures were a result of exploration and colonization</li> <li>● The consequences of change due to exploration and colonization</li> <li>● The impact Hiawatha had on the Iroquois culture</li> <li>● The creation on the Iroquois Confederacy</li> <li>● Reading strategies</li> <li>● Cause and effect relationships as seen through European exploration</li> <li>● Unique geographic features of the Northeast and their impact on people</li> </ul> | <p><b>What students will do:</b></p> <ul style="list-style-type: none"> <li>● Make inferences when reading, examining images, and watching videos</li> <li>● Recognize cause and effect relationships</li> <li>● Identify central issues in our history</li> <li>● Identify a central message or theme of a text</li> <li>● Sequence events and draw conclusions about how events unfolded</li> <li>● Explain and draw conclusions about the effects of exploration on different groups including of people</li> <li>● Make comparisons within and across texts</li> <li>● Recognize bias</li> <li>● Summarize events and information</li> <li>● Make comparisons between the past and the present</li> <li>● Identify and draw conclusions about cause and effect relationships</li> <li>● Identify central issues in topics and concepts</li> <li>● Identify and make observations about main idea or theme in a fiction or nonfiction work</li> <li>● Compare historical events and draw conclusions about the outcomes and its effects today</li> <li>● Identify change and explain how change impacts people, places, and events</li> </ul>   | <p><b>Unit Specific Vocabulary: Broken down into academic vocabulary, concepts, and language that might be unfamiliar to students.</b></p> <p><b>Academic vocabulary</b><br/> author's note<br/> cause and effect<br/> flash draft<br/> personal narrative<br/> small moment</p> <p><b>Content Vocabulary</b><br/> aspect<br/> beliefs<br/> culture<br/> identity<br/> indigenous<br/> traditions</p> |

**Entry Level Assessment and Connection to Unit:**

Entry Level, Unit 1: Students will create a personal narrative that tells the story of a person who has made an impact on who they are today. This writing piece will launch their thinking about their own identity and launch their learning about the aspects of culture, theirs and others. This writing piece will also serve as a baseline piece to guide narrative writing throughout the unit.

**Unit Materials, Resources and Technology:**

MODEL:

- myWorld Social Studies: Building Our Country (teacher's guide pp. 2-46)
- Drawn Together by Minh Le
- The People Shall Continue by Simon Ortiz
- Hiawatha and the Peacemaker by Robbie Robertson
- We Are Still Here by Traci Sorell

Book Club Titles:

Indian No More by Charlene Willing Mcmanis and Traci Sorell

I Can Make This Promise by Christina Day

The Barren Grounds by David A. Robertson

Rez Dogs by Joseph Bruchac

Show Me a Sign by Ann Clare LeZotte

The Sea In Winter by Christina Day

Healer and the Water Monster by Brian Young

Indian Shoes by Cynthia Smith

Borders by Thomas King and Natasha Donovan

Two Roads by Joseph Bruchac

The Warriors by Joseph Bruchac

Children of the Longhouse by Joseph Bruchac

The Winter People by Joseph Bruchac

The Heart of Chief by Joseph Bruchac

Eagle Song by Joseph Bruchac

Skeleton Man by Joseph Bruchac

The Arrow Over the Door by Joseph Bruchac

Talking Leaves by Joseph Bruchac

Pocahontas by Joseph Bruchac

Sacajawea by Joseph Bruchac

### **Opportunities for Interdisciplinary Connections:**

This is an integrated course where Social Studies and English/Language Arts are taught coherently.

The overarching themes for K-6 are:

1. **Change and Consequence: Who Am I?** How does the past connect to me and my future? Exploration of self, community, society and the world helps us to understand why change is a constant in our history, our economy, our community and geography. Our decisions and actions affect change, and those changes have consequences for individuals and the societies and cultures in which they live. How do my decisions and actions - and the decisions and actions of others - affect me, where I live, and how I live?

2. **Culture and Identity:** The exploration of literature continually asks the question "Who am I?" Who am I in my family, my community, my culture, my society, my government, my beliefs and values? Culture - the development and destruction of - has played a role in understanding ourselves and others who inhabit the world. How has understanding of other cultures - or lack thereof - influenced national and world economies, policies, politics and how history is recorded, communicated and documented?

The overarching themes for K-12 in ELA are:

1. **Who Am I?** Literature long answers this question for us as we grow and explore ourselves in different contexts with different people. When exploring our past and our present, the question of "Who Am I?" emerges as we seek to fit in and find our place in the world.

2. **We Are All Connected:** Literature helps us to see the connections we have to our world, our environment and each other. Everyone on the planet shares common experiences: birth, death, loss of innocence. These experiences help to create the culture and the context in which we live. How we are different - and the same - provides us with a foundation upon which we can build our understanding of the world. As Roald Dahl wrote: "So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message: You are not alone."

3. **The Past Influences the Present and the Future:** Writer George Orwell said, "Who controls the past, controls the future. Who controls the present controls the past." Who tells the stories of our world, our nation, our culture? How do some stories become "our" stories and others fall away? How can stories of our past give us clues about our future? Why do we write and read fiction, and what can fiction teach us?

**Any links, attachments and resources for the Unit:**

- [Curriculum website](#) for the district
- [Vision of the Graduate](#)
- [Learning Cycle Model](#)
- [Curriculum Framework](#)

**Planning Ideas:**

Everyday:

- Oral Language Development. Clark strategies.

During the Week:

- Reader's Workshop
- Writer's Workshop - with writer's notebooks
- Centers and Stations
- Book Clubs

**Conferring during Independent Reading:**

Conferring one-on-one with students about what they are reading serves both instructional and accountability purposes: A conversation with you about reading will create more accountability for a student about her reading than a log she turns in. Conferring is a rich teaching practice and allows you to build strong relationships with your students as readers and as people. The heart of conferring is simply to ask students, "How's it going?" "What are you learning?" and "What are you figuring out as a reader?"

While students are reading silently in class, circulate to observe and confer. Notice patterns in the types of books students are choosing, and in how well they are sustaining engagement with their chosen book. Confer with students to ensure that they are reading books that are on an appropriate reading level and to support them in making meaning of those books. Conferring can include the following:

Asking a student to read a paragraph or two out loud, noting any miscues (if there are a lot, the book might be too hard)

Asking a student to talk about what is happening in that excerpt, stating simply: "Tell me more!"

Helping students use "fix-up" strategies when they get confused (e.g., rereading, visualizing, using context clues to determine unknown vocabulary)

Asking students what they like/don't like about a book and why (push them to cite evidence!)

Suggesting titles that the student might find interesting and appropriate

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| <b>Topic #: 1</b>   | <b>Topic Name: An Investigation into Identity</b> | <b>Duration:</b><br>Recommended: 15 days   |
| <p><b>Topic Description:</b><br/>Some think populations around the world were settled by ancient travelers seeking better conditions under which to thrive. According to some scientists, North America was settled by people from the Asia continent 15,000 years ago. Where people come from and why they move around the globe are critical questions that help us to understand who we are and how we have come to be in the space we currently occupy. Through literature and nonfiction sources and documents, students will engage in developing and creating identity webs for various groups across time who found their way to North America. Students will explore what it means to be part of a group, how groups are different, and how we belong to multiple groups at the same time. By understanding how people see themselves in the world and creating opportunities to empathize and learn about other perspectives, we are able to engage in solving problems and developing solutions that work for all.</p>   |   |  |
| <p><b>Competencies Addressed:</b></p> <p><b>Task 1:</b><br/> <b>ELA.3-5.LL.3:</b> I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.)<br/> <b>SS.3-5.HIST.3:</b> Select, compare, and use different sources to learn about the past.<br/> <b>SS.3-5.INQ.1:</b> I can develop questions and plan inquiry to explore disciplinary concepts.<br/> <b>SS.3-5.INQ.2:</b> I can apply a variety of tools to investigate disciplinary concepts.<br/> <b>SS.3-5.HIST.1:</b> Compare events in the past to life today.<br/> <b>ELA.3-5.RES.2:</b> I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources.<br/> <b>ELA.3-5.COM.1:</b> I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding.<br/> <b>SS.3-5.HIST.4:</b> Draw conclusions about causes and effects of events in the past.<br/> <b>ELA.3-5.RCCM.1:</b> I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related.<br/> <b>ELA.3-5.RCCM.4:</b> I can read and comprehend a variety of literary and informational texts with purpose and understanding.<br/> <b>SS 3-5.CVC.2:</b> Identify and explain how civic virtues and democratic principles influence people, both past and present.<br/> <b>ELA.3-5.RCCM.2:</b> I can analyze an author’s craft and a text’s structure when making meaning.<br/> <b>ELA.3-5.WRI.3:</b> I can write narratives to develop real or imagined experiences or events.<br/> <b>ELA.3-5.WRI.4:</b> I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions.<br/> <b>SS 3-5.GEO.2:</b> Make connections and draw conclusions about culture and environment.<br/> <b>SS.3-5.GEO.3:</b> Make connections and draw conclusions about humans and the environment.</p> |   | <p><b>Essential Question and Enduring Understanding Addressed in this Topic:</b></p> <ul style="list-style-type: none"> <li>● What does it mean to be free? (Year-long essential question)</li> <li>● Who am I?</li> <li>● How can learning about myself help me understand others?</li> <br/> <li>● <b>Culture impacts identity.</b> Who we are is heavily influenced by the culture we are immersed in and the society to which we belong. The many aspects of culture play a role in molding one's identity. What happens when cultures collide? Long before people came to the New World, the Indigenous people of North America had a culture that shaped their identity. As people began to come to the New World, some of those aspects of their culture were forced to change. As cultures came together and sought to co-exist, people grappled with not only who they were, but who they were becoming - and who was telling their stories.</li> </ul> |

**SS 3-5.CVC.1:** Explain how and why rules and laws are created.

**SS 3-5.ECON.1:** I can identify a variety of factors in decision-making

**ELA.3-5.WRI.2:** I can write informative/ explanatory texts to examine a topic and convey ideas and information.

### Task 2

**ELA.3-5.LL.3:** I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.)

**ELA.3-5.RES.2:** I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources.

**ELA.3-5.COM.1:** I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding.

**ELA.3-5.RCCM.1:** I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related.

**ELA.3-5.RCCM.4:** I can read and comprehend a variety of literary and informational texts with purpose and understanding.

**SS 3-5.CVC.2:** Identify and explain how civic virtues and democratic principles influence people, both past and present.

**ELA.3-5.RCCM.2:** I can analyze an author's craft and a text's structure when making meaning.

**ELA.3-5.WRI.3:** I can write narratives to develop real or imagined experiences or events.

**ELA.3-5.WRI.4:** I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions.

### Task 3

**ELA.3-5.RES.2:** I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources.

**ELA.3-5.COM.1:** I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding.

**SS 3-5.GEO.2:** Make connections and draw conclusions about culture and environment.

**SS.3-5.GEO.3:** Make connections and draw conclusions about humans and the environment.

**SS 3-5.CVC.1:** Explain how and why rules and laws are created.

**SS 3-5.ECON.1:** I can identify a variety of factors in decision-making

**ELA.3-5.WRI.2:** I can write informative/ explanatory texts to examine a topic and convey ideas and information.

- **Knowing what impacts and influences me helps me empathize with others in the past and the present.** As technology opened up the globe to Europeans, it also brought change to every culture that interacted with it. And with change comes consequence. While people around the globe found new and different ideas and resources, other ideas and resources were lost. Changes in indigenous cultures were a result of exploration and colonization. By knowing ourselves - our values and beliefs instilled in us through our cultural and social connections - we can get to know others and how historical events, geographic changes, the economy, and engagement with rules and laws (our own and others') indelibly changed people.

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| <p><b>In this Topic, students will know:</b></p> <ul style="list-style-type: none"> <li>● The meaning of relevance and relevant information</li> <li>● Culture impacts your identity</li> <li>● How to evaluate the importance of preserving identity</li> <li>● The value of preserving identity</li> <li>● Actions have consequences that can have far-reaching effects for individuals, groups, the environment, and and life today can be compared and contrasted</li> <li>● Cause and effect</li> <li>● Many factors are considered in decision-making</li> <li>● Laws are made by groups of people for communities for reasons that are based on values and beliefs of that community</li> </ul>  | <p><b>Topic Vocabulary:</b></p> <p><b>Academic</b><br/> main Idea/detail<br/> compare and contrast<br/> synthesize<br/> analyze<br/> draw conclusions<br/> infer<br/> interpret</p> <p><b>Content</b></p> <table border="0"> <tr> <td>Identity</td> <td>culture</td> <td>sovereignty</td> </tr> <tr> <td>Treaty</td> <td>conflict</td> <td>economics</td> </tr> <tr> <td>History</td> <td>civics</td> <td>geography</td> </tr> <tr> <td>Iroquois</td> <td>Haudenosaunee</td> <td></td> </tr> <tr> <td>Pequot</td> <td>Wampanoag</td> <td></td> </tr> </table>  | Identity    | culture | sovereignty | Treaty | conflict | economics | History | civics | geography | Iroquois | Haudenosaunee |  | Pequot | Wampanoag |  |
| Identity  | culture  | sovereignty |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| Treaty  | conflict   | economics   |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| History   | civics   | geography   |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| Iroquois  | Haudenosaunee  |             |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| Pequot  | Wampanoag  |             |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| <p><b>In this Topic, students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Accurately reference details when explaining and drawing inferences from the text.</li> <li>● Identify personal and universal meanings when reading and discussing</li> <li>● State and defend how people, places, and events are connected when making meaning of texts, information, concepts, and ideas</li> <li>● Use details to summarize literary and nonfiction text (including theme and main idea).</li> <li>● Use details to draw conclusions about literary and nonfiction text (including theme and main idea).</li> <li>● Use specific details to describe literary elements in a text.</li> <li>● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>● Collaborate with diverse partners on projects and assignments (written or otherwise)</li> <li>● Use questions to clarify and deepen understanding</li> <li>● Use evidence to clarify and confirm thinking and understanding</li> <li>● Summarize written text or information out loud</li> <li>● Summarize a speaker's points out loud</li> <li>● Show how a speaker's points are grounded in evidence out loud</li> <li>● Recall relevant information (from experiences, texts, sources. etc)</li> <li>● Gather information from print or digital sources</li> <li>● List sources</li> </ul> | <p><b>Plan for Student Reflection:</b></p> <p>Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where they would like to go next in their learning.</p> <p><b>Plan for Teacher Reflection:</b></p> <p>Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.</p> |             |         |             |        |          |           |         |        |           |          |               |  |        |           |  |

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| <ul style="list-style-type: none"><li>● Summarize or paraphrase information gathered from sources</li><li>● Draw evidence from literary or informational text to support analysis, reflection or research</li><li>● Read and comprehend literature and nonfiction</li><li>● make connections and draw conclusions</li><li>● explain how and why laws are created</li><li>● Write informative and explanatory text</li></ul> |  |
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| <b>Topic #:</b> 2  | <b>Topic Name:</b> Hiawatha and Change | <b>Duration:</b><br>Recommended: 15 days   |
| <b>Topic Description:</b><br><br>Students will engage in a deep study of the book <u>Hiawatha and the Peacemaker</u> by Robbie Robertson and David Shannon (2015). In this book, students will focus on several elements. First, students will examine and analyze Robertson’s storytelling as he creates a mutual understanding of Hiawatha and his relationship to his spirit guide, the Peacemaker. Hiawatha was selected by the tribes in the Iroquois Nation to help others realize and understand the Peacemaker’s message of unity that succeeded in uniting the warring tribes in the Nation. His work changed how the Iroquois governed themselves - and their structures of leadership and governance became a blueprint for the democracy that would inform and inspire the authors of the United States Constitution. Students will analyze and evaluate how Robertson chooses to structure his story as a way to communicate meaning. Students will also investigate the author’s use of language and words and how those choices impact and influence how we create an identity for Hiawatha and how historians have chosen to share who he was and why he should be important to us. Does their priority match the importance and meaning we make for ourselves and Robertson made in his book? Students will create their own personal narratives - attending to word choice and structure - about a moment (like Hiawatha’s) that impacted our sense of identity and others’ perceptions of us. |  |  |
| <b>Competencies Addressed:</b><br><br><b>ELA.3-5.LL.3:</b> I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.)<br><b>ELA.3-5.RES.2:</b> I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources.<br><b>ELA.3-5.COM.1:</b> I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding.<br><b>ELA.3-5.RCCM.1:</b> I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related.<br><b>ELA.3-5.RCCM.4:</b> I can read and comprehend a variety of literary and informational texts with purpose and understanding.<br><b>SS 3-5.CVC.2:</b> Identify and explain how civic virtues and democratic principles influence people, both past and present.<br><b>ELA.3-5.RCCM.2:</b> I can analyze an author’s craft and a text’s structure when making meaning.<br><b>ELA.3-5.WRI.3:</b> I can write narratives to develop real or imagined experiences or events.   |  | <b>Essential Question and Enduring Understanding Addressed in this Topic:</b><br><br><ul style="list-style-type: none"> <li>● What does it mean to be free? (Year-long essential question)</li> <li>● Who am I?</li> <li>● How can learning about myself help me understand others?</li> <li>● <b>Culture impacts identity.</b> Who we are is heavily influenced by the culture we are immersed in and the society to which we belong. The many aspects of culture play a role in molding one's identity. What happens when cultures collide? Long before people came to the New World, the Indigenous people of North America had a culture that shaped their identity. As people began to come to the New World, some of those aspects of their culture were forced to change. As cultures came</li> </ul> |

**ELA.3-5.WRI.4:** I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions.

together and sought to co-exist, people grappled with not only who they were, but who they were becoming - and who was telling their stories.

- **Knowing what impacts and influences me helps me empathize with others in the past and the present.** As technology opened up the globe to Europeans, it also brought change to every culture that interacted with it. And with change comes consequence. While people around the globe found new and different ideas and resources, other ideas and resources were lost. Changes in indigenous cultures were a result of exploration and colonization. By knowing ourselves - our values and beliefs instilled in us through our cultural and social connections - we can get to know others and how historical events, geographic changes, the economy, and engagement with rules and laws (our own and others') indelibly changed people.
- **We live storied lives.** Everyone has a unique story about themselves and by sharing our family stories we connect with those in the past as well as those in the present. When we share our stories with others, we share our values and beliefs. We share what is important to us and what motivates us. We learn who we are and who we want to become through our stories of self; we learn about others through their stories. When we dig deeply into the stories of others - stories that may be hidden from us or unspoken for many years - we gain a new perspective and new outlook. We expand our understanding of

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|---|---|-------------|---------|-------------|--------|----------|-----------|---------|--------|-----------|----------|---------------|--|--------|-----------|--|
|   | <p>the world and our place in it. Shared stories are powerful tools for connection and understanding.</p>   |             |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| <p><b>In this Topic, students will know:</b></p> <ul style="list-style-type: none"> <li>● Hiawatha and his tribal connection to the Mohawks</li> <li>● The Iroquois</li> <li>● The Iroquois Nation</li> <li>● What is an author’s note and why do authors write them</li> <li>● How to use an identity web to develop empathy and deeper understanding of people, cultures, and nations</li> <li>● Effective note-taking strategies</li> <li>● Purpose and function of flash drafts</li> <li>● Various techniques in narrative writing and storytelling</li> <li>● The meaning of relevance and relevant information</li> <li>● Culture impacts your identity</li> <li>● Actions have consequences that can have far-reaching effects for individuals, groups, the environment, and and life today can be compared and contrasted</li> <li>● Cause and effect</li> <li>● Many factors are considered in decision-making</li> <li>● Laws, rules and traditions are made by groups of people for communities for reasons that are based on values and beliefs of that community</li> </ul>  | <p><b>Topic Vocabulary:</b></p> <p><b>Academic</b><br/> main Idea/detail<br/> compare and contrast<br/> synthesize<br/> analyze<br/> draw conclusions<br/> infer<br/> interpret</p> <p><b>Content</b></p> <table border="0"> <tr> <td>Identity</td> <td>culture</td> <td>sovereignty</td> </tr> <tr> <td>Treaty</td> <td>conflict</td> <td>economics</td> </tr> <tr> <td>History</td> <td>civics</td> <td>geography</td> </tr> <tr> <td>Iroquois</td> <td>Haudenosaunee</td> <td></td> </tr> <tr> <td>Pequot</td> <td>Wampanoag</td> <td></td> </tr> </table> | Identity    | culture | sovereignty | Treaty | conflict | economics | History | civics | geography | Iroquois | Haudenosaunee |  | Pequot | Wampanoag |  |
| Identity  | culture   | sovereignty |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| Treaty  | conflict  | economics   |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| History   | civics  | geography   |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| Iroquois  | Haudenosaunee   |             |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| Pequot  | Wampanoag   |             |         |             |        |          |           |         |        |           |          |               |  |        |           |  |
| <p><b>In this Topic, students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Select reading strategies to navigate text efficiently and purposefully.</li> <li>● Accurately reference details when explaining and drawing inferences from the text.</li> <li>● Identify personal and universal meanings when reading and discussing</li> <li>● State and defend how people, places, and events are connected when making meaning of texts, information, concepts, and ideas</li> <li>● Use details to summarize literary and nonfiction text (including theme and main idea).</li> <li>● Use details to draw conclusions about literary and nonfiction text (including theme and main idea).</li> <li>● Use specific details to describe literary elements in a text.</li> <li>● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>● Collaborate with diverse partners on projects and assignments (written or otherwise)</li> </ul> | <p><b>Plan for Student Reflection:</b></p> <p>Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.</p> <p>They will also reflect as part of the task on their learning and where they would like to go next in their learning.</p> <hr/> <p><b>Plan for Teacher Reflection:</b></p>  |             |         |             |        |          |           |         |        |           |          |               |  |        |           |  |

- Use questions to clarify and deepen understanding
- Use evidence to clarify and confirm thinking and understanding
- Summarize written text or information out loud
- Summarize a speaker's points out loud
- Show how a speaker's points are grounded in evidence out loud
- Recall relevant information (from experiences, texts, sources. etc)
- Gather information from print or digital sources
- List sources
- Summarize or paraphrase information gathered from sources
- Draw evidence from literary or informational text to support analysis, reflection or research
- Read and comprehend literature and nonfiction
- make connections and draw conclusions
- explain how and why laws are created
- Write narrative text
- Explain how the beliefs and values of a group impact the group's decision-making
- Analyze and evaluate how groups determine their values and beliefs
- Analyze how a group or society's values and beliefs impact the laws and rules that govern them.

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

|  |                                      |  |
|--|--------------------------------------|--|
| <b>Topic #:</b> 3  | <b>Topic Name:</b> We Are Still Here | <b>Duration:</b><br>Recommended: 15 days   |
| <p><b>Topic Description:</b><br/>In this topic, students will explore the text <u>We Are Still Here</u>, which explores indigenous people’s history and connection to the United States and North American in the past, present and future. Students will also study primary sources documents, including the Two Row Belt Treat, to develop understanding about how different groups develop and manage different relationships with one another and the world. Students will learn about how different people and different groups of Native Americans have rallied around different issues, including self-determination and preservation of culture. Students will then reflect about their own beliefs and values and critically synthesize the information they have collected in order to take informed action about an issue or subject they are passionate about. Students will have options on how to present their ideas and communicate to peers how they would advocate and support the issue they want to address.</p>   |                                      |  |
| <p><b>Competencies Addressed:</b></p> <p><b>ELA.3-5.LL.3:</b> I can select strategies with guidance to make sense of text and repair faulty comprehension. (e.g., asking questions, making inferences, using context clues, etc.)</p> <p><b>ELA.3-5.RES.2:</b> I can gather relevant information and use it to create original work, avoiding plagiarism and providing a list of sources.</p> <p><b>ELA.3-5.COM.1:</b> I can collaborate with diverse partners and groups through formal and informal discourse, to broaden my thinking, use questioning techniques and specific evidence, and summarize ideas to clarify and confirm understanding.</p> <p><b>ELA.3-5.RCCM.1:</b> I can accurately reference text when drawing inferences, supporting my ideas about meaning, and exploring how people, places and events may be related.</p> <p><b>ELA.3-5.RCCM.4:</b> I can read and comprehend a variety of literary and informational texts with purpose and understanding.</p> <p><b>SS 3-5.CVC.2:</b> Identify and explain how civic virtues and democratic principles influence people, both past and present.</p> <p><b>ELA.3-5.RCCM.2:</b> I can analyze an author’s craft and a text’s structure when making meaning.</p> <p><b>ELA.3-5.WRI.3:</b> I can write narratives to develop real or imagined experiences or events.</p> <p><b>ELA.3-5.WRI.4:</b> I can develop, organize, refine and publish my writing through a process that focuses on style, craft, structure and conventions.</p> |                                      | <p><b>Essential Question and Enduring Understanding Addressed in this Topic:</b></p> <ul style="list-style-type: none"> <li>● What does it mean to be free? (Year-long essential question)</li> <li>● Who am I?</li> <li>● How can learning about myself help me understand others?</li> <li>● <b>Culture impacts identity.</b> Who we are is heavily influenced by the culture we are immersed in and the society to which we belong. The many aspects of culture play a role in molding one's identity. What happens when cultures collide? Long before people came to the New World, the Indigenous people of North America had a culture that shaped their identity. As people began to come to the New World, some of those aspects of their culture were forced to change. As cultures came together and sought to co-exist, people grappled with not only who they were, but who they were becoming - and who was telling their stories.</li> </ul> |

- **Knowing what impacts and influences me helps me empathize with others in the past and the present.** As technology opened up the globe to Europeans, it also brought change to every culture that interacted with it. And with change comes consequence. While people around the globe found new and different ideas and resources, other ideas and resources were lost. Changes in indigenous cultures were a result of exploration and colonization. By knowing ourselves - our values and beliefs instilled in us through our cultural and social connections - we can get to know others and how historical events, geographic changes, the economy, and engagement with rules and laws (our own and others') indelibly changed people.

**In this Topic, students will know:**

- How the United States has managed its relationship with Native Americans across time
- How Native Americans have managed their relationship with the United States across time
- How historical fiction / fictional narratives reflect the author, time, and place in which they were written.
- Techniques for thinking and writing about literature
- Issues that exploration and colonization caused for colonists and Native Americans
- How to engage in writer's workshop
- How to engage in book clubs
- The meaning and cultural and social purpose of sovereignty
- The meaning and cultural and social purpose of a treaty
- Arguments and opinions need evidentiary support
- Native American reservations
- The Trail of Tears
- Wounded Knee massacre
- Indian New Deal
- Issues and facts about Indian child welfare

**Topic Vocabulary:**

**Academic**

|                  |          |
|------------------|----------|
| cause and effect | timeline |
| Character        | theme    |
| Evidence         | conflict |
| perspective      |          |

**Content**

|                      |                       |
|----------------------|-----------------------|
| Sovereignty          | treaty                |
| Colonist             | reservation           |
| Trail of Tears       | Wounded Knee Massacre |
| Assimilation         | allotment             |
| economic development | Indian New Deal       |
| Termination          | relocation            |
| Activism             | self-determination    |
| Indian child welfare | religion              |
| Freedom              | sovereign resurgence  |

**In this Topic, students will be able to:**

- Quote accurately from a text when explicitly referencing and explaining inferences. (RCCM.1)
- Use details to succinctly summarize a text, including how characters respond to challenges. (RCCM.1)
- Describe the relationship between a series of historical events (RCCM.1)
- Explain the relationship between two or more historical events based on specific evidence (RCCM.1)
- Determine the meaning of content vocabulary as they are used in text (RCCM.2)
- Text structure (information text) (RCCM.2)
- Analyze and describe how a narrator’s or speaker’s point of view influences how events are described (RCCM.2)
- Note similarities and differences from multiple accounts of the same event or topic (RCCM.2)
- Use information gained from illustrations (RCCM.3)
- Compare and contrast important points about similar topics in several texts (RCCM.3)
- Identify evidence used to support a point in text (RCCM.3)
- Read and comprehend grade level texts (RCCM.4)
- Use correct grammar (subject-verb agreement, simple, compound, and complex sentences) (LL.1)
- Use correct punctuation, spelling, capitalization (LL.1)
- Determine or clarify the meaning of unknown words and phrases (LL.2)
- State an opinion and supply reasons to support that opinion (WRI.1)
- Collaborate with others (COM.1)
- Express information and ideas (COM. 2)
- Use sources to gather information and answer questions (RES. 1)
- Recall information from experiences from print and digital sources for a purpose (RES. 2)
- Take relevant notes on sources (RES. 2)

**Social Studies Skills Taught Throughout this Task:**

- Analyze how rules and laws change society and how people change rules and laws (CVC.3)
- Analyze events from the past to compare and connect events that have occurred in the past to current events. (HIS.1)
- Make connections about why individuals and groups during the same historical period may have differed in their perspectives and compare how that might have shaped historical sources (HIS.2)
- Use different sources to present thinking about a comparison of thinking of information from the past, including any instances of bias (HIS. 3)
- Determine and explain the probable cause and the effects of given events or developments and develop a claim about why the given actions may have occurred (HIS.4)

**Plan for Student Reflection:**

Students will reflect throughout the topic by journaling in their notebooks about the new information they uncover and making connections to the essential question and enduring understanding.

They will also reflect as part of the task on their learning and where they would like to go next in their learning.

**Plan for Teacher Reflection:**

Through PLCs, teachers will continually reflect using student work to assess their own teaching, make modifications, plan to re-teach, and work with grade-level peers to plan and adjust instruction.

