Grade 5 Unit 1: The Land and People Before Columbus

EQ: How do the characteristics of a place impact the culture, economy, and governing structures of the people that live there?

Sequence	Content	Literacy	Duration
1 MAPS & GLOBE SKILLS FA 1 FA 2 FA 6 FA 7 FA 8	**Oracy Students develop academic language to describe:** ● Geographic features (mountains, plains, rivers, etc.) ● Climate patterns (dry, mild, continental) ● Natural environments (desert, forest, coastal) ● Types of maps (physical, topographic, climate, resource) ● Map features (legend, scale, symbols) ● Absolute vs. relative location **(FA 1)** **Inquiry and Investigation:** Analyze multiple maps of North America Model: ● How to read maps ● How to take notes ● How to generate questions Develop shared definition of **region** **(FA 2)** **Writing for inquiry note taking:** W 5.9, W 5.9.A, Students will write… ● Key details ● Drawing evidence for reflection ● Drawing conclusions ● Citing evidence: key ideas and details **(FA 2)** **The teacher collects anecdotal evidence using the corresponding FA chart during whole-group modeling and again during small-group/independent application.**	**Oracy for Literacy:** Build oracy and background knowledge on the concepts and the language in the Reading Literary standards: RL 5.4, RL 5.2 ● Figurative language: similes, metaphors, etc ● Theme ● Identify & describe: summary ● Narrative Nonfiction **(FA 6)** **Reading for Literary Standards:** Students will read literary texts (especially narrative) standards: ● Teach students to determine and clarify the meaning of unfamiliar words and phrases in literary texts, including figurative language such as metaphors and similes, by using background knowledge, sentence-level context, text features, and cross-linguistic connections such as cognates. RL 5.4 ● Teach/guide students to identify conflicts, analyze how characters respond, summarize key events, and determine and support the theme using details from the text. RL 5.2 **(FA 7)** **Writing for Narrative nonfiction W 5.3:** ● Elements of a narrative:narrator, point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution, etc. ● Sequence (organize) the events so they unfold naturally (using a structure such as a graphic organizer, outline, etc. as a structure) **(FA 8)**	**1 week**

2 **GEOGRAPHY & CLIMATE characteristics** **FA 1** **FA 3** **FA 6** **FA 7** **FA 8**	**Oracy: Students will learn about how geography and climate influenced the way people survived:** ● Identify & describe man-made structures ● Name categories of basic needs for survival (shelter, food, water, clothing) ● Identify examples of tools and utensils ● Describe what tools and utensils are used for ● Explain how an element of nature could be used to make a structure, piece of clothing, tool, etc **(FA 1)** **Investigation: How did geography, climate, proximity to water affect native people's lives?** Students will investigate, through collaborative research, questions such as: **Whole Group: Chosen Region** ● "What was their daily life like?", ● "What did they need to survive?" and ● "How did geography, climate, and proximity to water affect their lives?" **Small Group: Chosen Region** ● "What was their daily life like?", ● "What did they need to survive?" and ● "How did geography, climate, and proximity to water affect their lives?" --Students classify sources as primary or secondary, explain how they know, and generate follow-up inquiry questions from maps, photographs, artwork, artifacts, texts, or videos. **(FA 3)** **The teacher collects anecdotal evidence using the corresponding FA chart during whole-group modeling and again during small-group/independent application.** **Writing for Content:** W 5.9 Students will write to… ● Examine how the native peoples of each region interacted with these features to meet their survival	**Oracy for Literacy:** Build oracy and background knowledge on the concepts and the language in the Reading Literary standards: RL 5.4, RL 5.2 ● Figurative language: similes, metaphors, etc ● Theme ● Identify & describe: summary ● Narrative Nonfiction **(FA 6)** **Reading for Literary Standards:** Students will read literary texts (especially narrative) standards: ● Teach students to determine and clarify the meaning of unfamiliar words and phrases in literary texts, including figurative language such as metaphors and similes, by using background knowledge, sentence-level context, text features, and cross-linguistic connections such as cognates. RL 5.4 ● Teach/guide students to identify conflicts, analyze how characters respond, summarize key events, and determine and support the theme using details from the text. RL 5.2 **(FA 7)** **Writing for Standards W 5.3:** ● Teach/guide students to plan and draft a narrative nonfiction by selecting key details, identifying narrator and characters, and writing a clear beginning that establishes the context and introduces the story. ● Teach students to develop the body of a narrative using descriptive details, dialogue, and pacing to build events, show character responses, and create tone and mood. **(FA 8)**	**1 week**

	needs. **(FA 3)**		
3 Systems of Government FA 1 FA 4 FA 6 FA 7 FA 8	**Oracy: Students will learn about economy and systems of government in relation to a Native American society:** Identify: ● economy, basic concepts of economy: production, consumption, distribution ● barter or trade ● how the natural environment is part of the economy (things are produced from nature, then traded for other goods). Explain what a system of government is Identify the components of a democracy (voting, etc). **(FA 1)** **Investigation:** Students will continue to investigate the chosen region, through collaborative research, and explore questions such as: **Whole Group: Chosen Region: How were they organized into systems of government?** ● Who were the leaders? ● How did they make decisions? ● Who was included in the system? ● What natural resources were part of their economy? ● How were natural resources used to engage in commerce with other peoples? **Small Group: Chosen Region** ● Who were the leaders? ● How did they make decisions? ● Who was included in the system? ● What natural resources were part of their economy? ● How were natural resources used to engage in commerce with other peoples? Students classify sources as primary or secondary, explain how they know, and generate follow-up inquiry questions from maps, photographs, artwork, artifacts, texts, or videos. **(FA 4)**	**Oracy for Literacy:** Build oracy and background knowledge on the concepts and the language in the Reading Literary (RL) standards RL5.1, RL 5.6 ● Quote/quotations ● Draw inferences ● cite/citations ● Conclusions ● Predictions ● Explicit ● Point of view (narrator's) **(FA 6)** **Reading for Literary Standards:** RL 5.1, RL 5.6 ● Teach/guide students to draw inferences from a literary text and support their thinking by identifying and citing relevant quotations, details, and examples. ● Teach/guide students to identify and describe the narrator's point of view and explain how it shapes the description of events and other elements in a literary text. **(FA 7)** **Writing for Standards: W 5.3** ● Teach/guide students to organize events in a logical sequence and use varied transitional words and phrases to clearly show how the story unfolds. ● Teach/guide students to use precise, sensory language and write a clear conclusion, while planning and organizing a narrative nonfiction that meets the task, purpose, and audience. **(FA 8)**	**1 week**

	*The teacher collects anecdotal evidence using the corresponding FA chart during whole-group modeling and again during small-group/independent application. **Writing for Content:** Students will write to… ● Explore how the earliest inhabitants of a region organized themselves to nurture their communities. ● Explore the governance systems and structures and how native people managed and leveraged resources within their own community, and across regions through systems of exchanging/bartering commodities. **(FA 4)**		
4 Family, Community Structures, Customs, and Traditions FA 1 **FA 5** FA 6 FA 7 FA 8	**Oracy: Students will learn about the cultural life of a Native American society, including:** ● Identify familiar customs and traditions (e.g., those that students engage in with their families or that are practiced at school) · ● Describe familiar customs and traditions (e.g., what do you wear, eat, do; who is invited; why is this custom important, etc.) ● Explain what a custom is (i.e., a usual way of doing something specific to a particular society) ● Explain what a folklore tradition is (i.e., a way of passing on customs from generation to generation) ● Describe how folklore traditions are expressed (e.g., art, oral stories/myths/legends, dances, ceremonies, etc.) **(FA 1)** **Investigation**: Students examine sources such as art, music, literature, oral histories, photographs, and artifacts to identify evidence of social and cultural practices, classify sources when appropriate, and generate follow-up questions. The class considers the questions: **Whole Group: Chosen Region** ● "How were the family and community structures of the various North American Indians like and different from one another?	**Oracy for Literacy:** Build oracy and background knowledge on the concepts and the language in the Reading Literary (RL) standards RL5.1, RL 5.6 ● Quote/quotations ● Draw inferences ● cite/citations ● Conclusions ● Predictions ● Explicit ● Point of view (narrator's) **(FA 6)** **Reading for Literary Standards:** ● Teach/guide students to draw inferences from a literary text and support their thinking by identifying and citing relevant quotations, details, and examples. RL 5.1 ● Teach/guide students to identify and describe the narrator's point of view and explain how it shapes the description of events and other elements in a literary text. RL 5.6 **(FA 7)** **Writing for Standards: W 5.3** ● Teachers guide students to use precise, concrete	**1 week**

	• "What are the customs and traditions through which each group expressed what is important to them (values, beliefs) and what they want to pass on to future generations? **Small Group: Chosen Region** • "How were the family and community structures of the various North American Indians like and different from one another? • "What are the customs and traditions through which each group expressed what is important to them (values, beliefs) and what they want to pass on to future generations? Students continue to work on their graphic representation of their chosen group. **(FA 5)** ****The teacher collects anecdotal evidence using the corresponding FA chart during whole-group modeling and again during small-group/independent application.** **Writing for Content:** Students will write to... • The social and cultural organization of these communities as well as how environmental characteristics of the land the tribe inhabits influence social and cultural practices. **(FA 5)** **Writing for Standards:** W 5.9 Students will write to… • Note: key details, evidence • Drawing conclusions • Citing evidence **(FA 5)**	language and sensory details to clearly convey experiences, and to plan and write a conclusion that logically resolves the story's events and conflict. • End the unit with a narrative nonfiction based on one of the pre-Columbian settlements studied. **(FA 8)**	
5 **NARRATIVE & SUMMATIVE PBSA**	****Students review inquiry notes, graphic representations, source evidence, and literary text evidence from FA 2–FA 5 to select details for their narrative nonfiction and PBSA script.** **Writing Assessment:** **<u>Narrative Nonfiction:</u>** Students write a narrative nonfiction based on one of the pre-Columbian settlements studied during this unit. The narrative will…. -Incorporate the environmental characteristics of their respective region		**1.5 weeks**

-Include how the native people who lived there capitalized on the environment to meet their own needs for survival and to contribute to the community's economy.
-Include customs and folklore traditions through which the native people express their culture, as well as social or political systems and structures that help the community work through challenges or conflicts that they experience. **(FA 8)**

The narrative nonfiction develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Specifically, the narrative nonfiction W 5.3 A-E:

A. Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally.
B. Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
C. Uses a variety of transitional words, phrases, and clauses to manage the sequence of events.
D. Uses concrete words and phrases and sensory details to convey experiences and events precisely, and
E. Provides a conclusion that follows from the narrated experiences or events.

The teacher will first engage students in collaboratively writing a sample narrative nonfiction based on the whole class inquiries that focused on the Northeast region and the Powhatan. This collaboratively created narrative nonfiction will serve as a mentor text that students can refer to when they write their own pieces.

Performance Based Summative Assessment (PBSA):

The performance-based summative assessment for this unit asks students to work with their small group to script and create a video to post on the class blog or website that uses evidence collected throughout the unit to answer the unit's essential question, *how do the characteristics of a place impact the culture, economy, and governing structures of the people that live there?* Students incorporate print, oral, and digital resources in the video to communicate their message.