



# Unit 1.1 Students as Historians/Native Americans

9 Curriculum Developers

## Stage 1: Desired Results

### Established Goals

CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

CCSS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RI: GSE: Social Studies

RI: Grades 7-8

Historical Perspectives

- HP 1: History is an account of human activities that is interpretive in nature. HP 1 (7-8) –1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity
  - b. drawing inferences from Rhode Island History about the larger context of history (Opening of Japan, Separation of Church and State, Industrialism)
- HP 1 (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. investigating and analyzing historical and visual data in order to draw connections between a series of events
- HP 2 (7-8) – 2 Students chronicle events and conditions by...
- a. identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, “The Sixties”)
- HP 2 (7-8) – 3 Students show understanding of change over time by...
- a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative


### Enduring Understandings

Time terminology is applicable to contemporary life and the understanding of it.  
The tools of history/historians are important to comprehend and to use.  
Human history in the Americas began thousands of years ago.  
Early Americans developed rich cultures and complex civilizations in several locations.  
Early Native American groups of North America adapted to their environments.  
Cultures are held together by shared beliefs and common practices and values.  
The last Ice Age affected the populating of North America.  
The practice of agriculture lead to the establishment of advanced cultures and civilizations.  
North America's distinct environments shaped early American cultures.

Academic Vocabulary:  
Source: a supply  
Estimate: rough calculation of a number  
Complex: highly detailed  
Channel: a long narrow gutter or groove though which water can flow  
Structure: a building  
Federation: a government that links and unites different groups  
Acquire: to get possession or control of

### Essential Questions




- What tools have historians developed to study and interpret history?
- What is a secondary and primary source?
- What role does authenticity, perspective and bias play in determining reliability of sources?
- How does the understanding of cause and effect of specific historical events lead to understanding of present events?
- How do historians accurately and visually show a particular historical era or time period?
- How does chronology answer the historical question of “when?”

Devote: to commit oneself or one's resources to something Alter: to change Contact: when two or more groups or objects come together Found: to start or establish Widespread: over a wide area
 <a href="#">Grade 7 Academic Vocabulary .pdf</a>

<h2>Content Knowledge</h2> <ul style="list-style-type: none"> <li>Students will know how humans migrated to the Americas.</li> <li>Students will know how the effects of climate change that occurred around 15,000 years ago is related to human migration.</li> <li>Students will know how agriculture allowed the development of unique cultures such as the Great Civilizations of Mexico, Central America, and South America (Cities &amp; Empires).</li> <li>Students will know the cultural characteristics of various groups of North American Peoples</li> <li>Students will know how early Native Americans Circa 1492 adapted to their environment.</li> </ul>
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<h2>Skills</h2> <ul style="list-style-type: none"> <li>Students analyze maps relating to Beringia and routes traveled to the Americas by early nomadic Asian hunters.</li> <li>Students read about the civilizations in Mexico, Central America, and South America that predated the arrival of Europeans.</li> <li>To practice writing skills, students will write a short essay discussing what life might have been like in Mayan, Aztec, or Inca societies. They will use facts from their text to add accurate details to their writing and help them comprehend the text/topics.</li> <li>To foster critical thinking skills, a discussion with students about the creation of the Iroquois Grand Council will lead students to know how the method of selecting council members gave women a strong voice in Iroquois government. Students can compare how this system is similar to our modern method of democracy.</li> <li>Students may use technology to research a variety of topics including, but not limited to: totem poles, ancient Puebloan structures, Inuit survival techniques, etc.</li> </ul>
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## Stage 2: Assessment Evidence

<h2>Assessment (New)</h2> <p><b>Summative: Narrative Writing Assignment</b>            First Common Assessment: Disappearance of Hohokam</p> <p><b>First Americans</b>  <b>Summative: Written Test</b></p> <p> <a href="#">CH 1 TEST DOP (2017).doc</a></p> <p> <a href="#">First Quarter Common Assessment 2018 Hohokam.pdf</a></p> <p> <a href="#">Quiz 2 (Lessons 1-3) - First Americans - Clegg</a></p>
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<h2>Assessment</h2> <p> <a href="#">Ch 2 Lesson 1.pdf</a></p> <p> <a href="#">Ch 1 Lesson 3 Quiz.pdf</a></p> <p> <a href="#">Ch 1 Lesson 2 Quiz.pdf</a></p> <p> <a href="#">Ch 1 Lesson 1 Quiz.pdf</a></p> <p> <a href="#">Ch 2 Lesson 3 Quiz.pdf</a></p> <p> <a href="#">Ch 2 Lesson 2 Quiz.pdf</a></p>
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## Stage 3: Learning Plan













<h2>Learning Activities</h2> <p>What is Social Studies prezi and notes.</p> <p>Time line instruction and activities: Communication Across Time</p> <p>Group activity using Chapter timelines at the beginning of each chapter. (Identify span, scale, most significant event etc...)</p> <p>How GPS Works Activity.            Interactive Timeline Activity.</p> <p>9/11 Activity: Timeline from Freedom Tower back to Twin Towers</p>
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<h2>Resources</h2> <p> <a href="https://prezi.com/wzenoe8yqjio/what-is-social-studies/">https://prezi.com/wzenoe8yqjio/what-is-social-studies/</a></p> <p> <a href="#">Interactive Timeline Activity</a></p> <p> <a href="#">NAT. AM. CHART 2018.doc</a></p>
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Discovering Our Past REF 1 -9

Teacher read aloud along with “pop corn” reading of Thinking Like a Historian.  
During reading, discussion of effective reading strategies.  
Students will complete a text book trek.

-  Ch1 - Textbook Questions - The First Americans
-  Ch1 - Textbook Questions - The First Americans .pdf
-  Tools of the Historian - Crossword
-  Tools of the Historian - Crossword.pdf
-  Ch1 First Americans - Crossword

-  Christopher Columbus hero or villian.doc.pdf
-  Explorers Warm Up Readings with questions 2018.pdf
-  Dias and Columbus Video worksheet 2018.pdf
-  [Template] [Template] Explorer’s Project.pdf
-  Time line activity.docx.pdf
-  Clozed notes on social studies and history prezi 2016.docx
-  Wamapanoag\_Century\_Timeline\_Project.docx
-  Exploration in 8 Minutes Exit Slip.pdf
-  First Civilization of the Americas 2016 with student and video notes.pptx.pdf
-  Chapter 2 Exploring the Americas Student notes 2018.pptx
-  Chapter 2 Exploring the Americas 2018.pptx
-  First Civilization of the Americas 2018 with student and video notes (2) (1).pptx