**Diocese of Allentown UBD UNIT PLAN & LESSON PLANS**

TEACHER: CLASS/SUBJECT: DATE:

|  |  |  |
| --- | --- | --- |
|  | **Social Studies Grade 5** | **11/10/** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STAGE 1- DESIRED RESULTS** | | | | |
| Understanding Goal:  - Before Europeans settled in North America, Ancient Americans were first to form civilizations.  Standards: | | | | |
| TRANSFER: By the conclusion of the unit the student will independently use his learning to:  - explain the history of America and knowledge of continued growth in humankind can be used to adapt to change | | | | |
| MEANINGs:   * - the civilizations in Ancient America and their way of life/culture * - the effect of the land/geography on the Native Americans | | | | |
| Essential Questions (Overarching/Topical) that drive the UNIT:  - Who were firsts to develop in North America?  - How do geography and topography affect travel and settlement?  - What was the culture and life of a native civilization? How were their survival skill similar/different then our own? | | | | |
| ACQUISITION of KNOWLEDGE | | ACQUISITION OF SKILLS | | |
| What facts and basic concepts should the student know and be able to recall/use?  - key facts about the first developers and migration within of the North American land  - the basic life and culture of the Tlingit, Hopi, Comanche and Haudenosaunee  - how civilizations were created  - knowledge of the starting ideas of agriculture and how that impacted the Native Americans  Terms: glacier, migration, agriculture, civilization, pueblo, surplus, potlatch, clan, irrigation, staple, ceremony, lodge, nomad, travois, longhouse, confederation, wampum, barter | | What discrete skills and processes should the students learn and be able to use?  - Recognize, define, and use vocabulary related to the Ancient American Civilizations  - Use research skills and apply their learned knowledge to create a replica of one of the Native American People.  - Express those findings orally and in writing  ( Civilizations: Haudenosaunee, Comanche, Hopi, Pueblo, Tlingit, Aztecs, Mound Builders) | | |
| **How can Religion be incorporated into this unit?**  - The Ancient Americans had a variety of religions. Compare/Contrast those religions to our beliefs as Catholics, for example, their beliefs in how they worship. | | | | |
| **STAGE 2 – ASSESSMENT** | | | | |
| Formative, performance, and summative assessments: (CODE AS SUCH.) | | | | CRITERIA |
| What evidence will be collected to demonstrate student acquisition of knowledge and skills? What evidence will be collected to demonstrate that the student understands key concepts/Big Ideas in the Unit?  - Written responses to the essential questions at the end of each lesson.  - Create a replica of one of the Ancient American civilizations. (Rubric)  - Create a may key on a blank map worksheet of North America depicting where each tribe inhabited  - Complete lesson quiz | | | |  |
| What culminating assessment will demonstrate that the student understands the unit goal and can transfer that understanding to new situations?  - Essay Response: In their opinion, which ancient civilization was most adaptable.  - Unit Test | | | |  |
| **STAGE 3 – LEARNING EXPERIENCES** | | | | |
| **Day/Code** | **Learning Experiences, noting *WHERE* (means of engagement, materials, and procedures):** | | **Differentiation for each learning experience:**  Written in based on classroom students that year. | |
| DAY 1 | Lesson 1: Ancient America  Read p. 38 – 40 text  show pictures using the internet on the large screen to show Beringia, glaciers, and woolly mammoths | |  | |
| DAY 2 | Read p.41 -43  HW: p.43 #1-6 Loose leaf | |  | |
| DAY 3 | Overhead, notes in copybook  HW: create a replica drawing of a mound builder or a Pueblo village (include their use of agricultural, hunting tools, home style, and/or religious areas) | |  | |
| DAY 4 | Review; complete a study guide foldable to practice with each other | |  | |
| DAY 5 | Quiz | |  | |
| DAY 6 | Lesson 2: Peoples of the Northwest  Read text p.46 -47  Use a large physical map to show the location where Natives inhabited | |  | |
| DAY 7 | Read text p. 48, 49  Use a graphic organizer (Venn Diagram) to compare contrast the Pueblos and the Tlingit  HW: Venn Diagram on the Tlingit and the Mound Builders | |  | |
| DAY 8 | Complete p. 49 #1-6 copybook  Notes, overhead, copybook | |  | |
| DAY 9 | Review – memory flash card game | |  | |
| DAY 10 | Quiz | |  | |

|  |  |  |
| --- | --- | --- |
| Day 11 | Lesson 3: Peoples of the Southwest  Read p. 54-55 Use a map to find the location |  |
| Day 12 | Read p.56-57  HW: p.57 #1-6 loose leaf |  |
| Day 13 | Notes, overhead, copybooks  HW: Create a quiz to switch with a classmate |  |
| Day 14 | Take a classmate’s quiz to review |  |
| Day 15 | Quiz |  |
| Day 16 | Lesson 4: People of the Plains  Read p. 60-61 Use a large map to find the location |  |
| Day 17 | Read p. 62-63  Do p.63 #1-6 copybook |  |
| Day 18 | Notes, overhead, copybook |  |
| Day 19 | jeopardy |  |
| Day 20 | Quiz |  |
| Day 21 | Lesson 5: Peoples of the East  Read p.68-69 Use large map to view location |  |
| Day 22 | Read p.70-71  HW: p.71 #1-6 loose leaf |  |
| Day 23 | Notes, overhead, copybook |  |
| Day 24 | Graphic organizer – Web of the Haudenosaunee |  |
| Day 25 | Quiz |  |
| Day 26 | Independent map worksheet – create a map key and use illustrations to explain where each group of people roamed or inhabited (list of tribes studied is provided)  HW: create a village of your choose of one of the tribes. Use a shoe box |  |
| Day 27 | Finish show box  Complete review p. 74 -76 |  |
| Day 28 | Present show box explaining each section |  |
| Day 29 | Unit Test |  |