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

TEACHER: CLASS/SUBJECT: DATE:

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

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|  **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 AmericansTerms: 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 AmericaRead 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 -43HW: p.43 #1-6 Loose leaf |  |
| DAY 3 | Overhead, notes in copybookHW: 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 NorthwestRead text p.46 -47Use 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 TlingitHW: Venn Diagram on the Tlingit and the Mound Builders |  |
| DAY 8 | Complete p. 49 #1-6 copybookNotes, overhead, copybook |  |
| DAY 9 | Review – memory flash card game |  |
| DAY 10 | Quiz |  |

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| Day 11 | Lesson 3: Peoples of the SouthwestRead 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, copybooksHW: 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 PlainsRead 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 EastRead 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 boxComplete review p. 74 -76 |  |
| Day 28 | Present show box explaining each section |  |
| Day 29 | Unit Test |  |