

Native Americans

Unit Organizer

Third Grade

Core Knowledge Objectives: The students will be able to

- Identify housing, food, and location of the Anasazi, Inuits, Mound Builders, Pueblos Apaches, Navajo, and Woodland Indians
- Compare and Contrast different Native American tribes and groups
- Describe how different groups of Native Americans get food (hunting, gathering, fishing, farming, raiding, etc)
- Describe how the region they live impacts housing, food, and overall living conditions
- Describe the relationship the Southwest Indian groups have with each other
- Compare and contrast the Iroquois Confederacy and the Algonquin Indians

Colorado State Standards

Reading and Writing

Standard 1: Students read and understand a variety of materials.

- use comprehension skills
- make connections between reading and what is known
- adjust reading strategies for different purpose
- use word recognition skills and resources
- use information from their reading to increase vocabulary and enhance language usage.

Standard 2: Students write and speak for a variety of purposes and audiences.

- write letters, expository paragraphs, and summaries
- organize their speaking and writing
- choosing vocabulary that communicates their messages clearly and precisely
- revising and editing writing
- creating readable documents with legible handwriting or word processing at the appropriate time.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

- know and use correct grammar in speaking and writing
- apply correct usage in speaking and writing
- use correct sentence structure in writing
- use correct punctuation, capitalization, and spelling

Standard 5: Students read and locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

- using organizational features of printed text
- taking notes, outlining, and identifying main ideas in resource materials
- sorting information as it relates to a specific topic or purpose

History

Standard 3: Students understand that societies are diverse and have changed over time.

- describe the history, interactions, and contributions of various peoples and cultures
- describing the important components of the cultural heritage of the United States

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

- comparing the lives of hunters and gatherers to the lives of people who cultivated plants and raised domesticated animals for food
- describing the impact of various technological developments

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.

- recognizing that people develop traditions that transmit their beliefs and ideas
- giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples.

Geography

Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

- identifying a region as an area with unifying geographic characteristics
- describing similarities and differences and patterns of change in regions
- identifying ways in which different people view and relate to places and regions

Standard 3: Students understand how physical processes shape Earth's surface patterns and systems.

- identifying the components of Earth's physical systems and their characteristics
- explaining how Earth-Sun relationships shape climate and vegetation patterns

Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

- identifying the characteristics of populations
- identifying the causes of human migration
- identifying how elements of culture affect the ways in which people live
- classifying the types of patterns of settlements
- identifying the factors that affect where people settle

Standard 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

- describing the role of resources in daily life

Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

- describing how places and environments may have influenced people and events over time

Habits of Mind

- Perceive past events as they were experienced by people at the time, to develop historical empathy vs. “present-mindedness”
- Understand how things happen and how things change, how human intentions matter but how consequences are shaped by the means of carrying them out
- Understand the relationship between geography and history as a matrix of time and place as a context for events

Thinking Framework

- Knowledge – Identify each Native American groups dwelling
- Knowledge – Identify regional location of each Native American group
- Knowledge – Identify each groups’ method of obtaining food
- Patterns – Compare and contrast various Native American groups
- Patterns – Explain the impact the region has on a given Native American group (Including the importance of resources)

Possible Activities & Assessments

- Write various types of books on different groups
- Put together Native American portfolio
- Native American Test