

Grade 5	Social Studies	Week 3
Lesson Title: Adapting to Different Places		
Weekly Learning Targets: Students can evaluate how Native American groups used local resources to survive.		
AERO Social Studies Learning Standards: 3.5f – Describe and explain various types and patterns of settlement and land use. 7.5a – Describe characteristics, locations, uses, and management of renewable and non-renewable resources.		
MONDAY		
<p>Daily Learning Target: Students can work in a team.</p> <p>Learning Tasks: (NOTE: This lesson will teach the 21st Century Skill of collaboration.) To begin class, the teacher can review the prior week’s learning. Then, the teacher can ask the students about instances where they have to work in a team. After discussing, the teacher can ask the students about a time when they were in a team, but they were not successful or had a difficult time working together. Then, the class can read page 10 about the steps needed to successfully work together. They are identify tasks, assign roles, involve everyone, and get help. Then, the teacher will model these steps for the students. After that, the teacher can put the students into groups of four and give them the following scenario where they have to prepare an oral and a visual presentation about a Native American group. The students will then work together to answer the questions on page 11.</p> <p>Daily Formative Assessment: The teacher can check the students’ work on page 11.</p>		
TUESDAY		
<p>Daily Learning Target: Students can describe the economies of some Native American cultures.</p> <p>Learning Tasks: To begin, the teacher can review lessons from last week. Additionally, the teacher may want to utilize or create a map of Native American tribes for the students. (SM A or SM B) Next, the class can read and answer the questions on page 12 and 13 where they will learn how Native American groups differed based on the location where they lived. Next, the teacher can refer to the map of the United States Native American groups and lead the students in a discussion about what they think each tribe was skilled at or how the environment shaped their lives. Then, the students can read page 14 and 15 and reflect on whether or not their predictions were correct.</p> <p>Daily Formative Assessment: The teacher can check the students’ answers to the reading.</p>		
WEDNESDAY		
<p>Daily Learning Target: Students can explain how Native Americans used the land.</p> <p>Learning Tasks: At the start of class, the teacher can review the location of some of the Native American groups the students are learning about. Next, the class can read about how some groups changed the land on page 15 and page 16. On page 16, the students will read about how some Native American groups had to change the way they lived over time and why. They will write one major activity that made up the economy of each Native American cultural area on page 16. The teacher may have to review these cultural areas with the students. Finally, on page 17, students will compare and contrast different groups based on their economy, housing, and climate.</p> <p>Daily Formative Assessment: The teacher can check the students’ textbooks.</p>		
THURSDAY		
<p>Daily Learning Target: Students can describe how Native Americans of the Chesapeake Bay Region used their environment to secure food, clothing, and shelter.</p> <p>Learning Tasks: (NOTE: This lesson can be adopted for other Native American groups or indigenous groups of the local country.) After reviewing the previous lesson, the teacher can explain that the lives of local Indian tribes were heavily influenced by the natural resources they had at their disposal. The abundance, or lack thereof, of various resources determined where villages were located, the types of clothing worn, what goods were traded,</p>		

and what hunting and fishing techniques were used. Ask students what local natural resources might have been important to the Indian tribes of the Chesapeake region and record student responses on the blackboard. Next, the teacher can project the transparency entitled "Natural Resources Used by American Indian Tribes of the Chesapeake Bay Region" (SM C Transparency #1). Read the passage as a class. When finished, have the students look at the drawings and discuss how local tribes might have used each plant or animal in their daily lives. (Examples: deer - food, clothing and tools) The students can record responses in their notebook.

Daily Formative Assessment: The teacher can give feedback on the students' responses.

FRIDAY

Daily Learning Target: Students can analyze primary source images of Native Americans interacting with the environment.

Learning Tasks: The teacher can start the class by reviewing the previous lesson, especially the resources used by Native Americans. After that, the teacher can distribute primary source flipbooks to the students. (SM D) The students will work with their partners to answer questions about the natural resources seen in their primary source pictures. Some questions include: What do you see? What natural resources is it made of? What is it use? Could it be used all year long? Then, students will share their answers to check. Alternatively, students can use the primary and secondary sources found here. (SM E)

Daily Formative Assessment: The teacher can give feedback on the students' flipbooks.

Grade 5 – SS – Week 3	MATERIALS / RESOURCES
pencils, markers, paper, construction paper, notebooks, resources flashcards	
A – Native American Tribes Map -	
https://commons.wikimedia.org/wiki/Category:Maps_of_Native_American_tribal_territories	
B – Native American Atlas (\$) - https://www.amazon.com/Atlas-Indian-Nations-Anton-Treuer/dp/1426211600/	
C – Chesapeake Bay Handout - http://www.johnsmith400.org/Native_Americans_and_Natural_Resources.pdf	
D – Native American Resources Flipbook - http://chnm.gmu.edu/tah-loudoun/blog/lessons/american-indians-and-their-environment/	
E – Native American Primary and Secondary Sources - http://sultanaeducation.org/download/john_smith_curriculum_unit/Native_Americans_Primary_and_Secondary_Sources.pdf	
Additional Resources	
Unit Plans - https://ebrschools.instructure.com/files/16920/download?download_frd=1&verifier=p0zV1r8uMsB8wAxMXJaxAA9Kv9c3wN2v210xO3tT	
Lesson Materials - http://score.rims.k12.ca.us/score_lessons/datahi/native.html	
Teaching American History Project - http://chnm.gmu.edu/tah-loudoun/	
Unit Plans - http://www.johnsmith400.org/Native_Americans_and_Natural_Resources.pdf	