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**5th Grade: September/October/November**

**Unit 1: Three Cultures Interact in North America**

*REMINDER:* Continue to practice and integrate Year-Long Instructional Strategies
• What was North America like before 1600?
• How did technology change life in North America?
• How did the environment affect life in North America?
• How did the introduction of new cultures modify life and the environment of North America?
• What were the cultural characteristics of people from Africa, Europe, and North America before their interactions on the North American continent?
• How did interactions in North America affect the society, economics and politics of Europe and Africa?

5-U1.1.1 Use maps to locate peoples in the desert southwest, the Pacific Northwest, the nomadic nations of the Great Plains and the woodland peoples east of the Mississippi River (Eastern Woodland).

5-U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

5-U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

5-U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.

Big Ideas:
• The environment affects the way people live
• People adapt the environment to meet their needs.
• People construct institutions to guide their lives in groups.
• Technology impacts the way people live.
• Technology allows people to investigate the unknown.
• Ways of thinking are determined by culture.
• Interaction between cultures modifies them.
• Historians use artifacts, diaries, letters, documents, and other primary and secondary sources to construct an understanding of the past.

Instructional Strategies:
Interpret events on a time line using centuries, and decades from the Bering Land Bridge through 1620.

Identify reasons for migration of Asian peoples across the Bering Land Bridge to North America.

Using a chart, explain and interpret similarities and differences in food clothing, shelter and regions of Native American Cultures.

District adopted textbook:
Building a Nation
Unit 1:
TE 45a-46h
Student Text pp. 46-49
Chapter 1:
TE 52a-f
Student Text pp. 52-71
Chapter 2:
TE: pp. 74a-f
Student Text: pp. 74-94
Chapter 3:
TE: pp. 100a-f
Student Text: pp. 100-117
Unit 2:
TE: pp. 125a-125h
Student Text: pp. 125-131
Chapter 4:
TE: pp. 132a-f
Student Text: pp. 132-151

-Teacher’s Resource Kit
-Textbook Leveled Readers: Unit 1 Tab & Unit 2 Tab

-Suggested Trade Books:
Encounter (MacComb ISD Genre Unit)
The Silk Road
Pedro’s Journal

-Maps
-Primary Documents:
Primary Sources Teaching Kit: Explorers By: Karen Baicker

-Big Book of Social Studies K-6 (foldables) By: Dinah Zike
-Places in Time (Leacock & Buckley)

-Teacher created worksheets

Released MEAP Items
Textbook assessment Resource Book
Textbook Assessment Options:
Unit 1 (TE 45e)
Unit 2 (TE 125e)

Textbook Chapter Reviews:
Chapter 1 (p. 72-73)
Chapter 2 (p. 98-99)
Chapter 3 (p.118-19)
Chapter 4 (p. 152-3)

Student Presentations
Practice Materials From Textbook
Teacher Created Tests
Student Presentations
| 5-U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). | Using a map identify the origin of European trade routes which brought explorers to North America. Begin classroom interactive time line and continue to add to and reference as you move through history. Describe how people were involved in trade as producers, consumers, importers and exporters in the early history of North America. Identify reasons for and results of, the Columbian Exchange. | Websites: [www.micitenzenshipcurriculum.org](http://www.micitenzenshipcurriculum.org) 5th grade Social Studies: Unit 2: 3 Worlds Meet [www.mayanruins.com](http://www.mayanruins.com) (Maya interactive) [www.loc.gov](http://www.loc.gov) (Library of Congress) [www.scotese.com/pangeaim.htm](http://www.scotese.com/pangeaim.htm) (Pangea VR) [http://instaar.colorado.edu.OGISL/bering_land_bridge/](http://instaar.colorado.edu.OGISL/bering_land_bridge/) Beringia Land Bridge [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com) [www.columbusnavigation.com/](http://www.columbusnavigation.com/) Google Images Interactive Yearlong Classroom Timeline Explorer Journals National Geographic Map: Two Cultures Collide and activities National Geographic Map: Native American’s and activities Textbook: End with Literature (TE 120-121) RAFT Writing Prompts |}

| 5-U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa). |  |  |}

| 5-U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. |  |  |}

| 5-U1.4.1 Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups. |  |  |}
5-U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures and graphic data) to compare Europeans and American Indians who, converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

5-U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

5-U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.