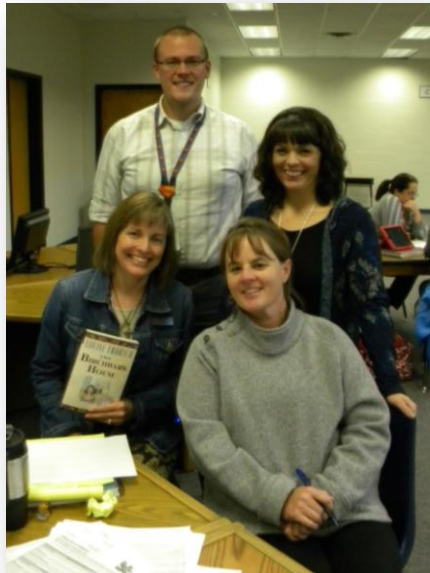




Clues to a Culture

5th grade Unit 3



ELA Planning Team

Tracy Craft (RG), Brian Anderson (GH),
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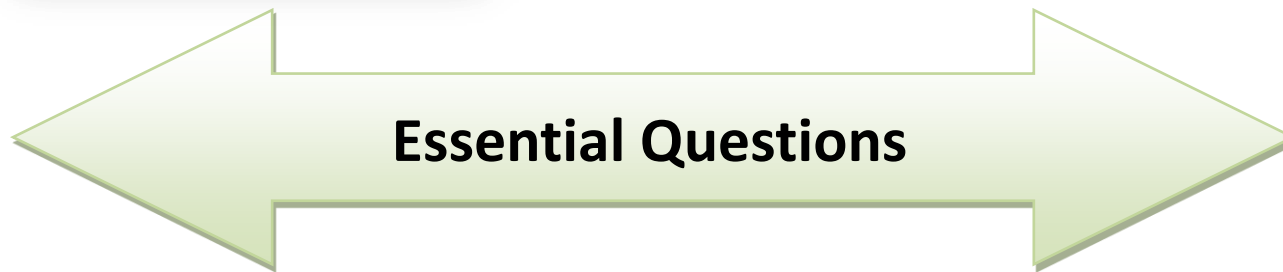


Social Studies Integration Team

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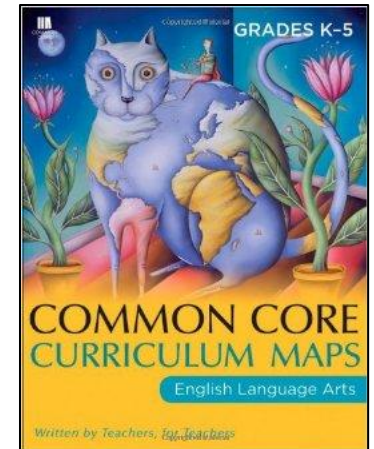


Clues to a Culture

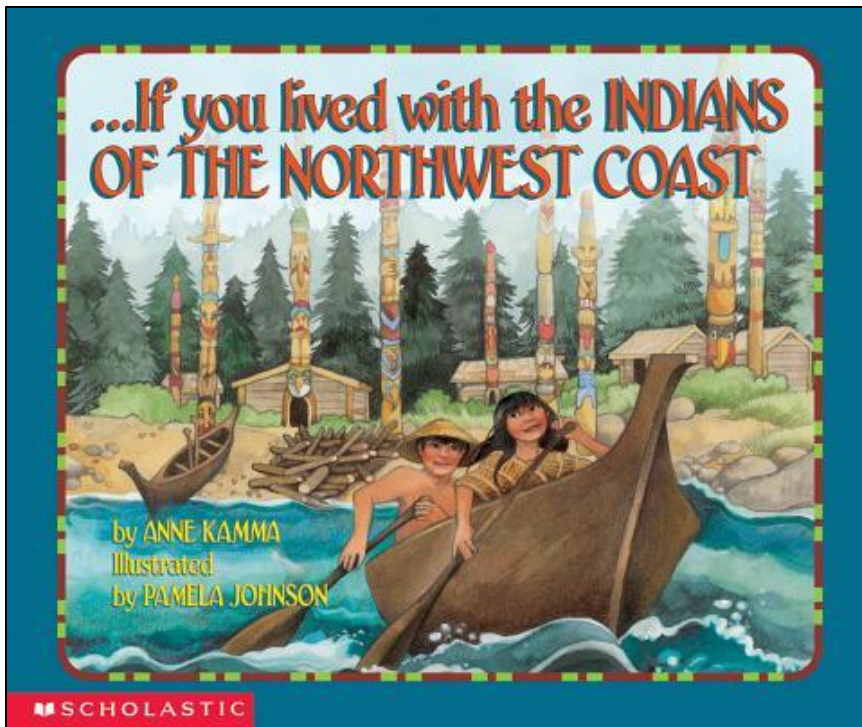


What do good researchers do?

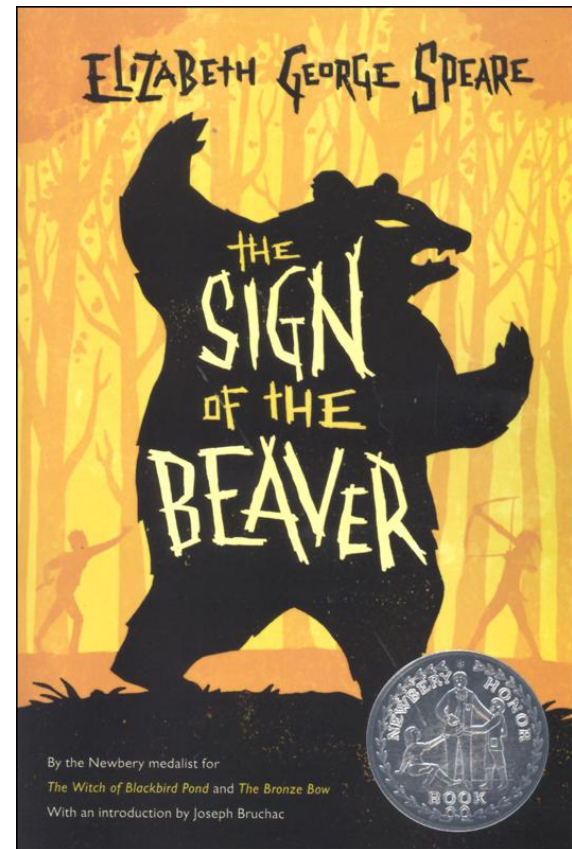
How do authors use point of view to develop topics and themes?



New Texts



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1 copy

What do good researchers do?

1

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).

Social Studies Standards

History

H.12.5.1 Develop claims about pre-Columbian societies in North America by Analyzing artifacts, artwork, charts, graphs, digital, and print sources

H.12.5.2 Compare characteristics (e.g., dwellings, culture, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builder, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples)

H.12.5.4 Evaluate short-long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)

Economics

E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources

E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period

E.7.5.1 Explain ways trade leads to increasing economic interdependence among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture)

Main Idea & Analyze

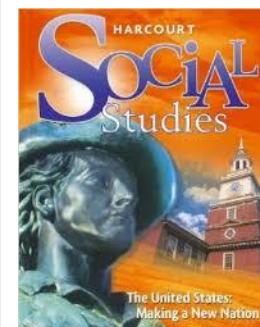
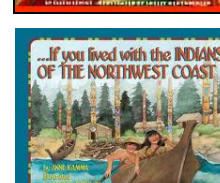
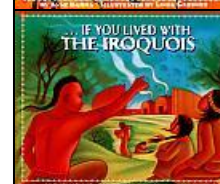
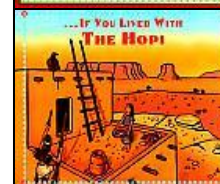
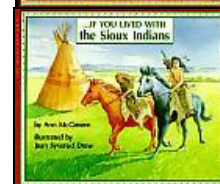
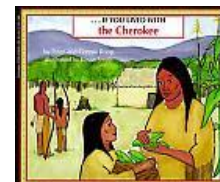
Multiple Accounts:

•Chapters/sections from If You Lived With... series

•Non-Fiction

Read and discuss textbook Chapter 2 Lesson 1 pages 52-59 and pages 60-61 Culture map.

See Teacher Created Materials for Economics Lessons and other resources



What do good researchers do?

2

RI.5.1 Quote Accurately

RI.5.6 Analyze multiple accounts
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

W.5.2 Write informative/explanatory

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.

Social Studies Standards

Geography

G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations

G.9.5.1 Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to 1820's

G.9.5.2 Analyze ways cultural characteristics influence population distribution in the early Americas through the post-Revolutionary period

G.10.5.1 Examine relationships between human settlements and movements and the location and use of natural resources the early Americas (e.g., early people groups, Native Americans, Westward expansion)

G.10.5.2 Examine effects of environmental and cultural characteristics of the distribution and movement of people, goods, and ideas using multiple sources of information (e.g. trade routes, water ways, geographic barriers, accessibility)

History

H.12.5.2 Compare characteristics (e.g., dwellings, culture, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builder, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples)

H.12.5.4 Evaluate short-long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke,

Analyze Multiple Accounts:

•Chapters/sections from If You Lived With... series

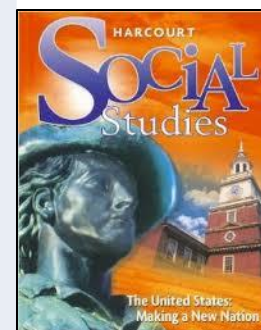
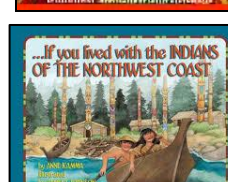
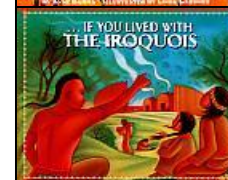
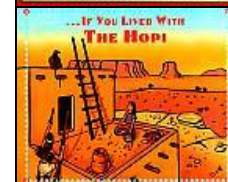
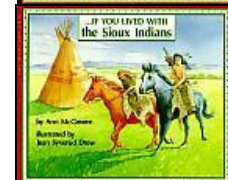
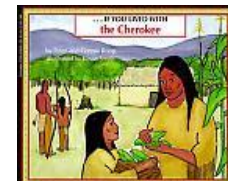
•Chapters/sections from A New Nation

•Non-Fiction

•Read and discuss Social Studies Text book Chapter 2 Lessons 2-5

•Check out resources from library and the internet

•Take notes on topics such as culture, dwellings, beliefs, land use, food, clothing



Week	Literacy Standards	Optional Activities
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What do good researchers do?

3

RI.5.1 Quote Accurately
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
W.5.2 Write informative/explanatory
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Integrate info. from several texts on same topic & conduct research:
 • Chapters/sections from
 • If You Lived With... series
 • Chapters/sections from
 • A New Nation – 5th Grade Textbook
 Students use research notes to create multimedia presentations.

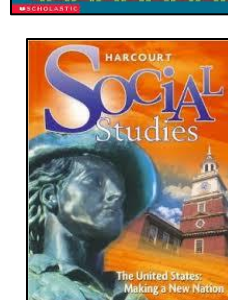
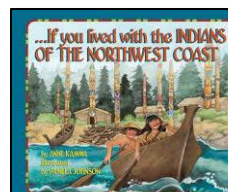
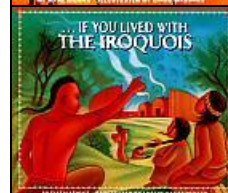
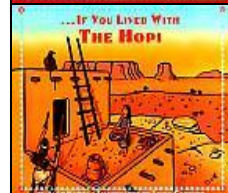
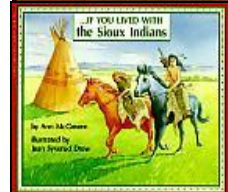
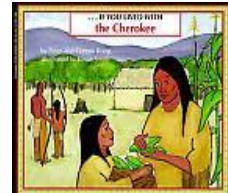
Social Studies Standards (Geography)

G.8.5.1 Describe locations of societies and their culture and environmental characteristics within the early Americas through the 1820's using geographic representations of different scales
G.8.5.2 Explain relationships between physical and human characteristics and changes over time using a variety of geographic representations
G.8.5.3 Synthesize information from a variety of sources to construct maps and other geographic representations
G.9.5.1 Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to 1820's
G.9.5.2 Analyze ways cultural characteristics influence population distribution in the early Americas through the post-Revolutionary period
G.10.5.1 Examine relationships between human settlements and movements and the location and use of natural resources the early Americas (e.g., early people groups, Native Americans, Westward expansion)
G.10.5.2 Examine effects of environmental and cultural characteristics of the distribution and movement of people, goods, and ideas using multiple sources of information (e.g. trade routes, water ways, geographic barriers, accessibility)
G.10.5.3 Examine reasons for population shifts in Early America and the effects on various regions

History

H.12.5.2 Compare characteristics (e.g., dwellings, culture, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builder, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples)
H.12.5.4 Evaluate short-long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)

Text Options



Finish Research & Create Presentation

Week	Standards	Optional Activities
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What do good researchers do?

4

RI.5.1 Quote Accurately
W.5.2 Write informative/explanatory
W.5.7 Short research projects
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
SL.5.4 Report on a topic or text or present an opinion an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. Speak clearly at an understandable pace.
L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Summarize Speaker:

•Great Speeches by Native Americans—"I Will Fight No More Forever" or any other relevant chapter

- Students present multimedia reports
- Students take notes on others' presentations to support, compare, or contrast their reports with one other student 's report.

Social Studies Standards

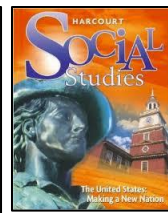
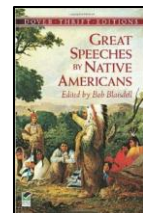
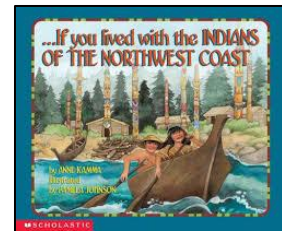
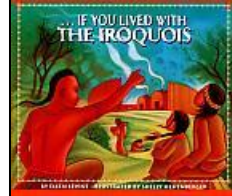
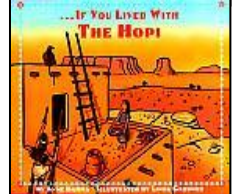
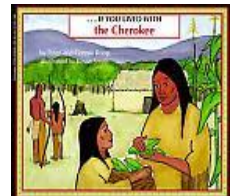
Geography

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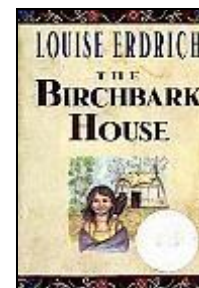
Text Options



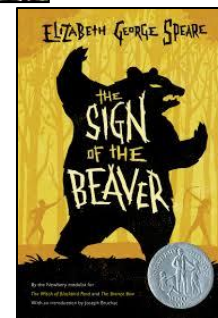
Share, Compare, and Reflect

Week	Literacy Standards	Optional Activities
<i>How do authors use point of view to develop topics and themes?</i>		
5	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Point of View:</p> <ul style="list-style-type: none"> • <u>The Birchbark House</u> or <u>Sign of the Beaver</u> (excerpts or read aloud – whole group) • <u>Trickster Tales</u> • <u>Pioneer Sampler</u> • Short stories from ReadWorks.org • Write journal entries from the point of view of different characters in the book or story.
	<p>Social Studies Standards</p> <p>History</p> <p>H.12.5.4 Evaluate short-long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)</p> <p>Geography</p> <p>G.9.5.2 Analyze ways cultural characteristics influence population distribution in the early Americas through the post-Revolutionary period</p> <p>G.9.5.3 Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment</p> <p>G.10.5.2 Examine effects of environmental and cultural characteristics of the distribution and movement of people, goods, and ideas using multiple sources of information (e.g. trade routes, water ways, geographic barriers, accessibility)</p> <p>Economics</p> <p>E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources</p>	<ul style="list-style-type: none"> • Discuss geography and natural resources • See Teacher Created Resources for graphic organizers to support note-taking.

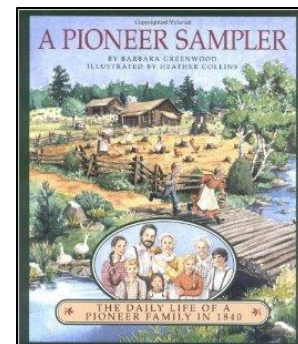
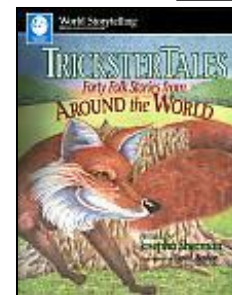
Text Options



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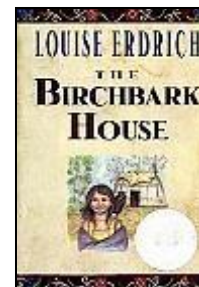


Week	Standards	Optional Activities and Texts
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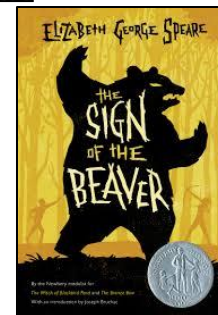
How do authors use point of view to develop topics and themes?

6	<p>RL.5.1 Quote accurately</p> <p>RL.5.6 Point of view</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Compare & Contrast:</p> <ul style="list-style-type: none"> •<u>The Birchbark House</u> •<u>Trickster Tales</u> •<u>Pioneer Sampler</u> •Short stories from ReadWorks.org •<u>If You Lived...</u> books
	<p>Social Studies Standards</p> <p>Geography</p> <p>G.9.5.3 Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment</p> <p>G.10.5.2 Examine effects of environmental and cultural characteristics of the distribution and movement of people, goods, and ideas using multiple sources of information (e.g. trade routes, water ways, geographic barriers, accessibility)</p> <p>History</p> <p>H.12.5.4 Evaluate short-long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict)</p>	<p>Compare literary text to tribes studied in the research presentation.</p>

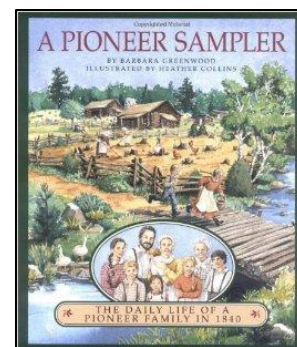
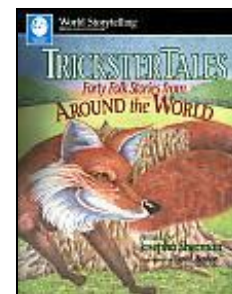
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Backward Unit Planning 1.0

