

<b>Planned Course: Social Studies</b>	<b>Course Number:</b>	<b>Department: Social Studies</b>	
<b>Unit: PA Native Americans</b>	<b>Grade Level: 4</b>	<b>Date Approved: 8/6/07</b>	
<b>Estimated Time: 4 weeks</b>	<b>Level/Track:</b>		
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p><b>8.1.6 - Historical Analysis and Skills Development</b></p> <p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <p>D. Describe and explain historical research.</p> <p><b>8.2.6 - Pennsylvania History</b></p> <p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <p><b>7.1.6 - Basic Geographic</b></p>	<p>▶ What is migration?</p> <p>▶ What Native American groups / tribes lived in Pennsylvania?</p> <p>▶ How did the Eastern Woodland Indians live?</p> <p>▶ How were Native Americans governed?</p> <ul style="list-style-type: none"> <li>• Students will be able to define the word migration.</li> <li>• Students will be able to explain the daily lives of the Eastern Woodland Indians including their homes, clothing, and activities.</li> </ul> <ul style="list-style-type: none"> <li>• Students will be able to</li> </ul>	<ul style="list-style-type: none"> <li>- Apply Reading Apprenticeship Strategies</li> <li>- Use a variety of study skill techniques (ex: webbing, outlining, graphic organizers, maps, etc.)</li> <li>- Large and small group discussions</li> <li>- Educational games relating to content</li> <li>- View video clips relating to unit content (ex: United Streaming)</li> <li>- Re-enactments / role-playing</li> <li>- Student Worksheets</li> <li>- Vocabulary activities (e.g. definitions, crosswords, concentration/matching, etc.)</li> <li>- Supplemental Reading (ex:</li> </ul>	<ul style="list-style-type: none"> <li>• Test and quizzes on core concepts, objectives, and vocabulary (publisher &amp; teacher-made)</li> <li>• Teacher observations</li> <li>• Class discussions &amp; student participation on unit materials</li> <li>• Graded writing activities, projects, homework assignments, journal entries on daily activities, Native Americans daily life</li> <li>• Outlines and study guides</li> <li>• Presentations on PA Native Americans and their life-styles/customs.</li> </ul>
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<p><b>Literacy</b></p> <p>B. Describe and locate places and regions.</p> <p><b>7.3.6 - The Human Characteristics of Places and Regions</b></p> <p>A. Describe the human characteristics of places and regions by their population characteristics.</p> <p>B. Describe the human characteristics of places and regions by their cultural characteristics.</p> <p><b>5.1.6 - Principles and Documents of Government</b></p> <p>A. Explain the purpose of government.</p>	<p>name the two main groups of Native Americans living in Pennsylvania and specific tribes within those groups (e.g., Iroquois – Susquehannock, Seneca, Cayuga, Onondaga, Oneida, Mohawk, Erie, Monongahela; Algonquin - Lenni Lenape, Shawnee, Nanticoke).</p> <ul style="list-style-type: none"> <li>• Students will be able to describe how Native American tribes were ruled (e.g., council, chief, league of nations).</li> </ul>	<p>Native American short stories such as <i>Brother Eagle, Sister Sky</i> by Susan Jeffers or <i>The Legend of Indian Paintbrush</i> by Tomie dePaola)</p> <ul style="list-style-type: none"> <li>– Write acrostic poems about the different Native American tribes in Pennsylvania</li> <li>– Have a guest speaker from the Lenni Lenape Historical Society (Allentown, PA)</li> <li>– Write Native American stories on mock animal skins using various picture symbols</li> <li>– Play games similar to those Native American children would have played to practice skills (e.g., tossing &amp; catching, hunting &amp; stalking, bartering, etc.)</li> <li>– Make a model of Native</li> </ul>	
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<p>B. Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.</p>		<p>American housing or villages (e.g., wigwams or longhouses)</p> <ul style="list-style-type: none"> <li>– Make a model birchbark or dugout canoe</li> <li>– Complete a list, group, and label activity of foods, tools, housing, etc. used by different Native American groups of Pennsylvania</li> <li>– Create story sticks</li> <li>– Design a wampum belt</li> <li>– Play Native American music in class</li> <li>– Research Native American chiefs, customs, beliefs, etc. and write a report to share in class</li> <li>– Complete Native American Reader’s Theater or plays</li> <li>– Write a journal entry from</li> </ul>	
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		<p>the viewpoint of a Native American child describing daily life in a village or the first Europeans arriving in North America</p> <p>– Have a mock tribal council to resolve issues either imaginary or that may be taking place in class</p>	
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