5th Grade Freedom 7

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| **Stage 1- Desired Results** | | | **Stage 2- Assessment Evidence** |
| **Brief Overview**  *Established Goal*- Environmental factors promote our cultural diversity. | | | **Performance Task**  **Transfer**  Students will create a narrative essay to reflect understanding of how environmental factors contribute to the diversity of cultures.  **Task (Transfer):** Students will write a narrative thoroughly depicting the characters, setting, plot, conflict/resolution, and include cause/effect and compare/contrast relationships. Students will integrate grade level vocabulary to include spelling and Greek/Latin root words. |
| *Primary:*  SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).  SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America  SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.  *Secondary:*  SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.  SS.5.G.1.2 Use latitude and longitude to locate places. | | |
| **Transfer-** | | | **Stage 3 Learning Plan** |
| *Student will demonstrate*:  **Transfer**  Students will independently use their learning to seek out one of the environments of the Native American cultures studied in the unit, its basic factors, and explain how the people of the civilization survived. Students will then independently analyze this information, and explain how the cultures of early civilizations influence the cultures of today’s societies. | | | **Criteria 2: Infusion of aesthetics of daily life due to geography**  2.1 (A, M) Students will **view videos** on latitude/longitude, uses of maps, globes, and grids; **graph coordinate points of** regions and **make observations and inferences** about environmental factors in the settlement areas; Locate positions of numbers to determine their place values. Students will create an Envelope Foldable Map.  2.2 (T) Students will **design** Kachina Doll demonstrating interpretation of SW’s culture. With 2nd grade.  Students will create a class totem pole depicting N. American cultures |
| **Make Meaning-** | | |
| *Understandings*   * Students will understand that environmental factors promote our cultural diversity. | | *Essential Questions*   * How do people use the environmental resources available to them to survive? * How does geography affect the aesthetics of daily life? |
| **Acquisition of Knowledge** | | |
| *Students will know*   * What aspects of ancient and Native American traditions reflect their beliefs and values * Different tribes of Native Americans (Aztecs/Mayas; Mound Builders/ Anasazi/Inuit) * Vocabulary: longitude, latitude * How to use a map | *Students will be able to do:*   * Using research skills to find out the different types of Native Americans * Expressing their findings orally and in writing | |