



**Marietta City Schools
2023-2024 District Unit Planner**

3rd Grade

Topic Title:	<i>Unit #5 Early American Indian Culture</i>	Unit Duration	<i>4 weeks</i>
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Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Early American Indian people moved across the Americas and adapted to their new environments.

GSE Standards

ELA

ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3L4a. Use sentence-level context as a clue to the meaning of a word or phrase.

ELAGSE3L5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Social Studies

SS3G1 Locate major topographical features on a physical map of the United States.

a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence.

SS3G3 Describe how physical systems affect human systems.

a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.

SS3H1 Describe early American Indian cultures and their development in North America.

a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.

b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.

c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

Essential Questions

Factual—

Which early American Indian groups lived in each region?

How did the physical environment influence their lifestyle?

What food sources, clothing, and shelters were typical to each early American Indian group?

Inferential—

How did interaction with other American Indian groups and European explorers impact early American Indian life?

How does modern American life reflect contributions made by early American Indian groups?

Critical Thinking-

How do modern American Indian groups preserve their cultural heritage?

What would (one early American Indian group) have had to change in order to live in (an American region other than their own)?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
region, culture, development, shelter, environment, contribute	Arctic, Northwest, Southwest, Plains, Northeast, Southeast
<p>Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.</p>	
<p>Transfer of Integrated Skills:</p> <ul style="list-style-type: none"> ● Traditional Native American Homes from ReadWorks <p>Content-Specific GSE/Skills:</p> <ul style="list-style-type: none"> ● <i>Insert title and hyperlink, role as formative or summative, and GSE being addressed by assessments provided by SS or Sci Coordinator</i> <p>Writing Task and Rubric:</p> <ul style="list-style-type: none"> ● DBQ: <i>How do American Indians contribute to American culture and society today?</i> ● Display the Early American Indian Shelters image and have students plan an informational writing that explain how the environment influenced early American Indian shelters. Provide students with the Information Writing Checklist and the following questions to guide their work. <ul style="list-style-type: none"> ○ Because the Central Plains is an area of grassland with very few trees, what types of houses did the early Americans build in that area? ○ In the dry southwestern part of the continent, what type of houses did the Pueblo build? ○ What type of homes did the Iroquois build in the snowy, northeastern part of the land? ○ What was the environment like in the southeastern region? Use as many adjectives as you can to describe the environment. <p>Score final products using the Information Writing Rubric.</p> <p>ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<i>20-Day Plan: Early American Indian Culture</i>	
Connected SS/Sci Experiences <i>(omit this row if KBU does not contain SS or Sci connections)</i>	Literary Legacy Explore cultural and literary contributions of American Indians in our country. Teachers may choose to extend the lesson by having students create their own trickster tale independently or in groups to develop narrative writing skills.	Pressing more clear examples. Model inferential thinking. Use thinking prompts to engage student understanding.
	American Indian Museum Students will work collaboratively to create a museum display showcasing accomplishments and contributions of American Indians past and present. This is a great opportunity to invite family or community members to your class to visit the museum.	
	American Indians by Region Museum Box Lesson- explore the culture of American Indians living in North America before European contact. Identify and explain their similarities and differences.	Refer back to the region organizer. Jigsaw the informational reading into regions. Review reading passages and/or informational text guided reading groups. Provide an article frame for students who need support.
Connected Structured Literacy Activities	<i>Fluency Strategy:</i> Refer to the Top Ten Tools materials for Tool 7 Fluency to lead a Lava Reading activity (p. 11) using a key section of one of the texts presented early in this unit to build fluency by focusing on rate, prosody, and self-monitoring. <i>Vocabulary Strategy:</i> Refer to the Top Ten Tools materials for Tool 5 Vocabulary to guide students to create a Frayer Model (pp. 13-15) for new vocabulary that is key to understanding the main idea of a text.	
Connected Writing Activities	<i>The Writing Revolution Strategy</i> <ul style="list-style-type: none"> • Sentence Expansion 	

Additional Planning Resources

MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)
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Additional Instructional Resources

Suggested High Quality Complex Texts

Thirteen Moons on a Turtle’s Back - (district provided with previous transdisciplinary unit)

Suggested Experiential Resources