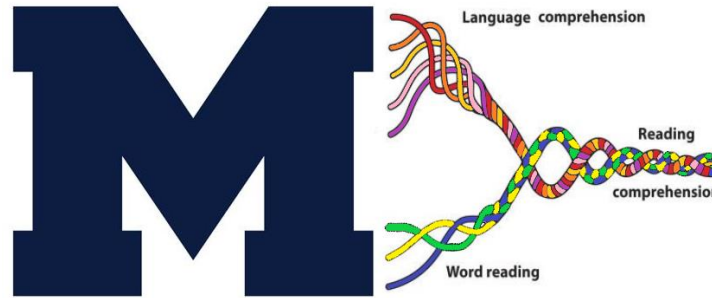




THIRD GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #4: American Indians</i>	Suggested Duration	<i>3-4 weeks</i>
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GSE Standards

Priority Standards

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).

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

Essential Questions

<p>Factual—</p> <p>Which early American Indian groups lived in each region?</p> <p>How did the physical environment influence their lifestyle?</p> <p>What food sources, clothing, and shelters were typical to each early American Indian group?</p>	<p>Inferential—</p> <p>How did interaction with other American Indian groups and European explorers impact early American Indian life?</p> <p>How does modern American life reflect contributions made by early American Indian groups?</p>	<p>Critical Thinking-</p> <p>How do modern American Indian groups preserve their cultural heritage?</p> <p>What would (one early American Indian group) have had to change in order to live in (an American region other than their own)?</p>
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Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
people, food, clothes, locate, compare, contrast	region, culture, development, shelter, environment, contribute	Arctic, Northwest, Southwest, Plains, Northeast, Southeast,

Science of Reading Strategies

<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>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.</p>	<p>Vocabulary Strategy</p> <p>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.</p>
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Assessments

Formative Assessment(s):

Description: Think Pair Share

Compare and contrast the cultural identity of your generation in your neighborhood with the cultural identity of one of the groups of Native Americans you heard about today. Consider things such as your environment, beliefs, dwelling, clothing, and the food you eat as you discuss this.

Standards:

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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.

Summative Assessment(s):

Description: Have students answer the following question as a journal entry or as a Schoology Assignment.

1. How did trade help the Native Americans gain a better understanding of farming techniques? (Trading brought together people from different regions, and while they met to trade things like crops and seeds, they also exchanged ideas about farming techniques.)
2. An important development that took place in the history of the Native Americans was when they began to disperse throughout the continents of North and South America and developed different cultural identities. What are some of the things that make up a tribe's cultural identity? (language, set of beliefs, houses, clothes, and food)
3. What was the main reason the different tribes developed different houses, different food supplies, different clothes, and different languages? (their environment) How did some of the native people use some of the local plant dyes? (They used them to embellish their clothing.)
4. What was the main method of obtaining food for both the northwest coast tribes and those in the Arctic/Subarctic? (fishing)
5. Describe how the method of passing down history and stories was different for the Native Americans compared to how we do this today. (They told history and stories and passed them on orally from generation to generation; today we often record history and stories by the written word.) Do we also pass stories down orally today? (Answers may vary, but may include responses such as, Yes, we do, e.g., stories our parents or grandparents have told us that we may never have written down.)
6. Why were the Native Americans called "Indians"? (Christopher Columbus and other early European settlers thought they had arrived in a part of Asia called the Indies.)
7. Are there still native tribes within the United States today? (yes) Are there any in our state? (Cherokee and Creek tribes)

Standards:

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.

Writing Task and Rubric:

Description: Display the [Early American Indian Shelters](#) image and have students plan an informational writing that explains how the environment influenced early American Indian shelters. Provide students with the [Information Writing Checklist](#) and the following questions to guide their work.

- 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.

Score final products using the [Information Writing Rubric](#).

Standards:

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.

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).

ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Objective or Content	Learning Experiences	Differentiation Consideration
Building Background Knowledge Through The Berger Framework	Berger Framework: North American Indians	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Remind students that although this unit uses one early American Indian tribe as an example from each region, there were many other groups with different cultural identities living in most regions. Give students the opportunity to research some of these other tribes and groups. You may wish to differentiate by having some students write a report, whereas others may draw and label pictures depicting key details of different cultural identities. Refer to the list of trade books and websites in the introduction as sources. Have students present their findings to a group or with the class.	

<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<p>Who Am I?</p> <ol style="list-style-type: none"> 1. Ask students riddles such as the following to review the content of this unit. <ul style="list-style-type: none"> • I am the region of the current continent of North America that was the most densely populated when the European explorers arrived on the continent. What region am I? (Southeast) • We gathered nuts, berries, and sap to contribute to the food supply of our tribe. Who are we? (children) • I am the tribe of American Indians that celebrated the Green Corn Festival at the end of the growing season. What tribe am I? (Cherokee) • In Cherokee society, we were in charge of hunting, going to war, and making tribal decisions that were political. Who are we? (men) • In Cherokee society, we were in charge of making decisions about the family, property, and farming. Who are we? (women) 2. Assign students to small groups focused on a region and its accompanying early American Indian group(s). Have each group create new riddles and write each one on an index card. 3. Shuffle the cards together and ask the new riddles with the rule that no one can answer a question that their own group wrote. 	
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Recommended High Quality Complex Text By Lexile Band

Thirteen Moons on a Turtle’s Back - (district provided with previous transdisciplinary unit)
A Native American Thought of It (district provided with previous transdisciplinary unit)
North American Indians (district provided)
Native Peoples of the Plains (district provided)