

**Standard: 6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Strand: B. Geography, People, and the Environment**

**By the end of grade 5**

Essential Questions	Enduring Understandings	Activities and Student Experiences
<ol style="list-style-type: none"> <li>How do maps &amp; globes describe our world?</li> <li>How do maps and globes reflect history, politics, geography and economics?</li> <li>What makes places unique &amp; different?</li> </ol>	<ol style="list-style-type: none"> <li>Geography influences needs, culture, opportunities, choices, interests, and skills.</li> <li>Maps &amp; globes reflect history, politics, economics, &amp; geography</li> </ol>	<p><b>The 5 Themes of Geography &amp; Map Skills</b></p> <ul style="list-style-type: none"> <li>Respond to essential questions at the beginning &amp; end of unit.</li> <li>Utilize unit vocabulary verbally &amp; in writing.</li> <li>Define geography-the study of human &amp; nonhuman features of Earth.</li> <li>Why is it important to study geography?</li> <li>Identify &amp; explain the 5 Themes of Geography                             <ul style="list-style-type: none"> <li>Location</li> <li>Place</li> <li>Region</li> <li>Movement</li> <li>Human-Environment Interaction</li> </ul> </li> <li>Understand the difference between globes &amp; maps.                             <ul style="list-style-type: none"> <li>Why do maps distort earth's surface?</li> </ul> </li> <li>Identify different types of maps. Explain their uses.                             <ul style="list-style-type: none"> <li>Physical</li> <li>Political</li> <li>Historical</li> <li>Special-purpose maps (ex: road maps, weather maps, election maps)</li> </ul> </li> <li>Identify &amp; label the 7 continents &amp; 5 oceans on a map.</li> <li>Identify &amp; label the 4 regions of the United States                             <ul style="list-style-type: none"> <li>Northeast, South, Midwest, West</li> </ul> </li> <li>Identify major cities in United States and examine the cities using the 5 themes of geography.</li> <li>Identify &amp; understand how to use a map key.</li> <li>Examine the United States using political, historical, and physical maps.</li> </ul>
Content Statements	Cumulative Progress Indicators	
<p>Select and use various geographic representations to compare information about people, places, regions, and environments.</p> <p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-Literacy.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.</p>	<p>Social Studies Skills 5-8 Spatial Thinking</p>	

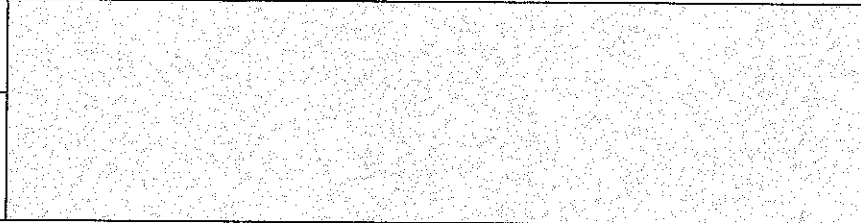
**Desired Results**

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The 5 themes of geography &amp; how they are used to study places on earth.</li> <li>• The regions of the United States and their characteristics.</li> <li>• Components of a map: key, latitude, longitude, compass rose, etc.</li> </ul>	<p><b><u>Vocabulary/Terminology:</u></b></p> <ol style="list-style-type: none"> <li>1. Geography</li> <li>2. Absolution location</li> <li>3. Relative location</li> <li>4. Place</li> <li>5. Region</li> <li>6. Movement</li> <li>7. Human-environment interaction</li> <li>8. Latitude</li> <li>9. Longitude</li> <li>10. Equator</li> <li>11. Prime Meridian</li> <li>12. Hemisphere</li> <li>13. Degrees</li> <li>14. Cardinal directions</li> <li>15. Compass rose</li> <li>16. Physical map</li> <li>17. Political map</li> <li>18. Special-purpose map</li> <li>19. Natural resources</li> <li>20. Elevation</li> <li>21. Axis</li> <li>22. Rotation</li> </ol>
<p><b>Assessments</b></p> <p><i>To show evidence of and understanding of the 5 themes of geography &amp; map skills, students will...</i></p> <ul style="list-style-type: none"> <li>• Label maps of the regions of the United States, 7 continents, &amp; 5 oceans.</li> <li>• Create an informational pamphlet or travel brochure describing a major city in the United States using the 5 themes of geography. Students will research their chosen city to determine:             <ul style="list-style-type: none"> <li>○ Location: where is this city located?</li> <li>○ Place: climate, population, economy, is this city known for something significant?</li> <li>○ Region</li> <li>○ Movement: how do people, goods, &amp; ideas come &amp; go from this city?</li> </ul> </li> </ul>	<p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>• <b><i>My World Geography Text. Core Concepts Handbook-</i></b> begins on page 4.</li> <li>• <a href="http://education.nationalgeographic.com/education/teaching-geography/?ar_a=1">http://education.nationalgeographic.com/education/teaching-geography/?ar_a=1</a></li> <li>• <a href="http://www.brainpop.com/socialstudies/geography/geographythemes/preview.weml">http://www.brainpop.com/socialstudies/geography/geographythemes/preview.weml</a></li> </ul>

- Human-Environment Interaction: how do people of this city affect their environment? How does the environment of this area affect the people of this city?

**Equipment Needed**

- Smartboard
- Laptops



<p><b>Standard: 6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>		
<p><b>Strand: B. Geography, People, and the Environment; C. Economics, Innovation, and Technology</b></p>		
<p><b>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</b></p>		<p><b>By the end of grade 5</b></p>
<p><b>Essential Questions</b></p>	<p><b>Enduring Understandings</b></p>	<p><b>Activities and Student Experiences</b></p>
<ol style="list-style-type: none"> <li>How does geography influence &amp; shape the people live?</li> <li>Why is the environment of West Africa considered "challenging?"</li> <li>What roles do natural resources play in the history of West Africa in the past and today?</li> </ol>	<ol style="list-style-type: none"> <li>Geography influences and shapes the way civilizations develop.</li> <li>The challenging environment of West Africa encouraged its inhabitants to trade with other cultures in order to survive &amp; thrive.</li> <li>Natural resources can dictate the way a society develops and thrives.</li> </ol>	<p><b>Kingdoms of West Africa</b></p> <ul style="list-style-type: none"> <li>Respond to essential questions and the beginning and end of unit.</li> <li>Utilize unit vocabulary verbally &amp; in writing.</li> <li>Examine the geography &amp; natural resources of West Africa.</li> <li>Describe the challenges of living in West Africa.</li> <li>Identify the locations of the Kingdoms of Ghana, Mali, &amp; Songhay on a map.</li> <li>Analyze the climate, population, geography, economy, and natural resources of these areas today.</li> <li>Analyze the cultures of early West African Kingdoms of Ghana, Mali, Songhay, specifically:             <ul style="list-style-type: none"> <li>Religion</li> <li>Economy</li> <li>Science</li> <li>Any technological and/or contribution</li> <li>Education</li> </ul> </li> <li>Kingdom of Ghana:             <ul style="list-style-type: none"> <li>Iron smelting</li> <li>Gold trade</li> <li>Why was it referred to as the "land of gold?"</li> </ul> </li> <li>Kingdom of Mali             <ul style="list-style-type: none"> <li>Gold trade</li> <li>Timbuktu-center of Muslim learning</li> </ul> </li> <li>Kingdom of Songhay             <ul style="list-style-type: none"> <li>Trade, commerce, agriculture</li> <li>Gold trade</li> <li>Focus of scholarship &amp; learning</li> <li>Organized government</li> </ul> </li> </ul>
<p><b>Content Statements</b></p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p>	<p><b>Cumulative Progress Indicators</b></p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers</p> <p>6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.</p> <p>6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p>	

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CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

CCSS.ELA-Literacy.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.

- How did geography & the natural resources available in West African influence the way the Kingdoms of Ghana, Mali, and Songhay developed?
- Analyze the gold & salt trade between African Kingdoms and North African Arab traders.
- Examine the development of Timbuktu into a city of learning.
- Describe how the ideas, goods, and natural resources from West African Kingdoms were spread to Europe & Asia through Arab traders.
- Examine how the African trade routes connected African kingdoms to European world.
- Compare/contrast the economy, culture, government of the Kingdoms of Ghana, Mali, & Songhay to West African nations today.
- Examine the natural resources found in West Africa today.

**Desired Results**

Students will know...

- Geography and the available natural resources in West Africa influenced the way early West African Kingdoms developed.
- Geography, climate, and the available natural resources in West Africa today greatly influence the culture & economy of West African nations.
- Trade routes from Africa connected African Kingdoms with the Middle East and European world.

**Vocabulary/Terminology:**

1. Trade
2. Ghana
3. Mali
4. Songhay
5. Kingdom
6. Savannah
7. Sahara
8. Trans-Saharan Trade
9. Commodity
10. Caravan

**Assessments**

*In order to show evidence of an understanding of the early West African Kingdoms students will...*

Create an illustrated 3-column flipbook or informational pamphlet describing the cultures of the early West African Kingdoms of Ghana, Mali, and Songhay. The flip books/pamphlets should include detailed information about each kingdom's culture, focusing on the religion, government, education, science, economy, natural resources, and

**Teacher Resources**

**My World Geography text**

<http://exploringafrica.matrix.msu.edu/students/curriculum/m7a/activitiy3.php>

<http://www.cantonlocal.org/Downloads/Chapter%2011%20Early%20Societies%20in%20West%20Africa.pdf>

geography of each kingdom. The flipbooks/pamphlets should also include a map of Africa with each kingdom outlined.

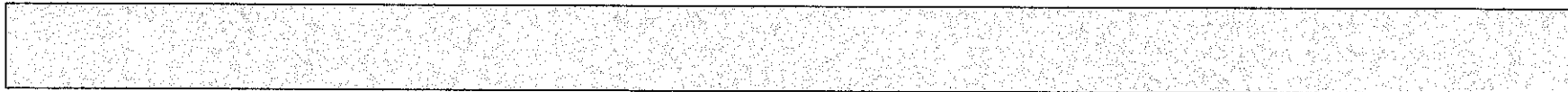
<http://resources.primarysource.org/content.php?pid=213959&sid=1780281>

<p><b>Standard: 6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>		
<p><b>Strand: B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives</b></p>		
<p><b>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</b></p>		<p><b>By the end of grade 5</b></p>
<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. How can travel and trade influence the way society develops?</li> <li>2. How does cultural diffusion occur?</li> <li>3. How does cultural diffusion influence the way societies develop?</li> </ol>	<p><b>Enduring Understandings</b></p> <ol style="list-style-type: none"> <li>1. Travel and trade influences and shapes the way civilizations develop.</li> <li>2. Travel and trade between Africa, Europe, and Asia lead to new technology, customs, inventions, and ideas.</li> <li>3. Travel and trade result in cultural diffusion.</li> </ol>	<p><b>Activities and Student Experiences</b></p> <p><b>Cultural Diffusion during the Middle Ages</b></p> <ul style="list-style-type: none"> <li>• Respond to essential questions at the beginning and end of unit.</li> <li>• Utilize unit vocabulary/terminology verbally &amp; in writing.</li> <li>• Define the term culture.</li> <li>• Create a web describing the characteristics of culture                         <ul style="list-style-type: none"> <li>◦ <i>Religion, language, architecture, food, technology, music/dance, science/medicine, education, economy, clothing, gender roles, government/law, etiquette, recreation/sports, agriculture</i></li> </ul> </li> <li>• As a class, create a web that describes the culture of ALK, Guttenberg, and/or the United States.</li> <li>• Define the term <b>cultural diffusion</b> as the spreading of new ideas or products from one culture to another.</li> <li>• Research examples of cultural diffusion today.                         <ul style="list-style-type: none"> <li>◦ Example: fast food restaurant chains sell different items in other countries than they do in the United States.</li> </ul> </li> <li>• Describe Europe during the Middle Ages:                         <ul style="list-style-type: none"> <li>◦ Social structure-Feudalism</li> <li>◦ Development of cities</li> <li>◦ Improvements in agriculture</li> <li>◦ Merchant class developed</li> <li>◦ Technology</li> <li>◦ Religion</li> </ul> </li> <li>• Explain how religious differences led to conflicts in the Middle</li> </ul>
<p><b>Content Statements</b></p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p>	<p><b>Cumulative Progress Indicators</b></p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers</p> <p>6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas</p> <p>6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed</p>	

	<p>challenges and opportunities for trade and development.</p> <p>6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p> <p>6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p> <p>6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>	<p>East during the Middle Ages (the Crusades)</p> <ul style="list-style-type: none"> <li>• Examine how the Crusades led to travel &amp; trade between Europe &amp; the Middle East.</li> <li>• Describe the influence the Arab traders had on European interest in China.</li> <li>• Analyze the development of the Silk Road.</li> <li>• Examine how the Silk Road connected civilizations in Europe, the Middle East, Asia, and Africa.</li> <li>• Analyze the geographic features along the Silk Road. Label a map that includes major deserts, mountain ranges, and bodies of water.</li> <li>• Describe how geographic features along the Silk Road would present challenges for merchants &amp; traders.</li> <li>• Identify items traded along the Silk Road between Asia &amp; Europe.</li> <li>• Identify major natural resources &amp; products produced in China, the Middle East, &amp; Europe today.</li> <li>• Examine how trade and travel along the Silk Road facilitated cultural diffusion.</li> </ul> <p><b>Vocabulary/Terminology</b></p> <ol style="list-style-type: none"> <li>1. Cultural diffusion</li> <li>2. Middle Ages</li> <li>3. Feudalism</li> <li>4. Trade</li> <li>5. Merchant</li> <li>6. Commodity</li> </ol>
<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-Literacy.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.</p>		



<p align="center"><b>Desired Results</b></p>	
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Travel and trade along the Silk Road resulted in cultural diffusion.</li> <li>• Cultural diffusion results in new customs, ideas, and technology.</li> </ul>	<p align="center"><b>Teacher Resources</b></p> <p><b>My World Geography text</b></p> <p><a href="http://www.silkroadproject.org/portals/0/uploads/documents/public/teachers_guide.pdf">http://www.silkroadproject.org/portals/0/uploads/documents/public/teachers_guide.pdf</a></p> <p><a href="http://www.silkroadproject.org/Education/Resources/tabid/171/Default.aspx">http://www.silkroadproject.org/Education/Resources/tabid/171/Default.aspx</a></p> <p><a href="http://resources.primarysource.org/content.php?pid=213959&amp;sid=1780281">http://resources.primarysource.org/content.php?pid=213959&amp;sid=1780281</a></p> <p><a href="http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school">http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school</a> (great lesson plan &amp; activities/project ideas)</p>
<p><b>Assessments</b></p>	
<p><i>To show evidence of an understanding of cultural diffusion in the Middle Ages students will...</i></p> <p>Research items traded along the Silk Road in order to examine the impact the Silk Road had on the development of culture, science, &amp; technology in Eurasia. Students will answer the questions:</p> <ul style="list-style-type: none"> <li>• Where was this item from?</li> <li>• Where was this item traded?</li> <li>• What was this commodity traded for? (Connect East to West)</li> <li>• What impact did this item have on the development of culture, science, and technology in Europe and Asia?</li> </ul> <p>Some possible items to research are:</p> <ul style="list-style-type: none"> <li>• Gunpowder, silk, iron, exotic animals, silver, gold, precious gems, spices (pepper, cinnamon, ginger, nutmeg), wool, linen, agriculture/construction techniques, medicine, paper, porcelain</li> </ul>	
<p><b>Equipment Needed</b></p> <ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Laptops</li> </ul>	



<p><b>Standard: 6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>		
<p><b>Strand: B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives</b></p>		
<p><b>Era: Three Worlds Meet (Beginnings to 1620)</b></p>		<p><b>By the end of grade 5</b></p>
<p><b>Essential Questions</b></p>	<p><b>Enduring Understandings</b></p>	<p><b>Activities and Student Experiences</b></p>
<p>1. Why do people explore? 2. What are the results of exploration? 3. What challenges can result from colonization?</p>	<p>1. New knowledge, ideas, technology, and events led European to explore overseas. 2. European nations created powerful &amp; wealthy empires in the Americas as a result of exploration. 3. Exploration, colonization, and trade led to cultural diffusion.</p>	<p><b>Age of Exploration &amp; Early European Settlement in the Americas</b></p> <ul style="list-style-type: none"> <li>• Respond to essential questions at the beginning and end of unit.</li> <li>• Utilize unit vocabulary/terminology verbally &amp; in writing.</li> <li>• Label a world map with continents, oceans, and countries related to the Age of Exploration (Spain, Portugal, England, France, Netherlands)</li> <li>• Define &amp; explain the terms exploration &amp; colonization.</li> <li>• Analyze the causes &amp; effects of European exploration.</li> <li>• Analyze the impact on events in Europe on exploration:                         <ul style="list-style-type: none"> <li>▪ Renaissance</li> <li>▪ Printing press</li> <li>▪ Protestant Reformation</li> <li>▪ Spanish Armada</li> </ul> </li> <li>• Compare/contrast the effects the inventions of the telephone &amp; Internet to effect of the printing press on society.</li> <li>• Examine how improvements in technology led to European exploration of the Americas-                         <ul style="list-style-type: none"> <li>▪ Improved maps, astrolabe, compass, caravels</li> </ul> </li> <li>• Examine how the expansion of trade led to the age of exploration.</li> <li>• Analyze the impact the discovery of the Northwest Passage to Asia would have on European nations.</li> <li>• Examine the major geographic features of North and South America, as well as the Caribbean.</li> <li>• Identify the natural resources of North America, South America, and the Caribbean.</li> <li>• Explain why empires in the Americas were valuable major European nations.</li> <li>• Analyze the causes &amp; effects of European colonization in the New World.</li> </ul>
<p><b>Content Statements</b></p>	<p><b>Cumulative Progress Indicators</b></p>	
<p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p>	<p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration. 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period. 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.  6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation. 6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p>	

<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-Literacy.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.</p>	<ul style="list-style-type: none"> <li>• Identify major European explorers and analyze their impacts on exploration &amp; settlements in the Americas             <ul style="list-style-type: none"> <li>▪ Christopher Columbus</li> <li>▪ Amerigo Vespucci</li> <li>▪ Ferdinand Magellan</li> <li>▪ John Cabot</li> <li>▪ Giovanni da Verrazano</li> <li>▪ Jacques Cartier</li> <li>▪ Henry Hudson</li> <li>▪ Samuel de Champlain</li> </ul> </li> <li>• Examine the motivations for colonization of the New World, specifically the 3 G's: god, gold, &amp; glory.</li> <li>• Examine the impact of the Columbian Exchange on trade, commerce, culture, &amp; society.</li> <li>• Identify the items traded through the Columbian Exchange.</li> <li>• Examine the locations of European Empires in the New World.             <ul style="list-style-type: none"> <li>▪ What resources were available in these areas during colonization?</li> <li>▪ What resources are available in these areas today?</li> </ul> </li> <li>• Compare/contrast the European empires in the New World (Portugal, Spain, England, France, Netherlands)             <ul style="list-style-type: none"> <li>▪ Economy</li> <li>▪ Natural resources</li> <li>▪ Agriculture</li> <li>▪ Geography</li> <li>▪ Climate</li> <li>▪ Religion</li> <li>▪ Relationship with Native Americans</li> <li>▪ Location</li> </ul> </li> <li>• Examine examples of cultural diffusion in the New World and Europe that resulted from exploration &amp; colonization.</li> <li>• Examine the impact of European colonization of the New World in today.             <ul style="list-style-type: none"> <li>▪ Language</li> <li>▪ Food</li> <li>▪ Culture</li> <li>▪ Economy</li> <li>▪ Government</li> <li>▪ Religion</li> <li>▪ Traditions</li> </ul> </li> </ul>
<p><b>Desired Results</b></p>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• New knowledge, ideas, technology, and events led European to explore overseas.</li> <li>• European exploration resulted in European colonization in the Americas.</li> <li>• Cultural diffusion occurs through trade, travel, exploration, and colonization.</li> <li>• Religion, greed, and power motivated Europeans were motivated to explore &amp; colonize.</li> <li>• The influences of European exploration &amp; colonization in North and South America can be seen today.</li> </ul>	

	<ul style="list-style-type: none"> <li>Analyze the pros/cons of European colonization in the New World.</li> </ul>
<p><b>Assessments</b></p>	<p><b>Teacher Resources</b></p>
<p><i>To demonstrate evidence of an understanding of the Age of Exploration students will...</i></p> <p>Research an explorer and analyze their impact on exploration and colonization in the New World. Students will research &amp; explain the following:</p> <ul style="list-style-type: none"> <li>What country was this explorer sailing for?</li> <li>What was their reason for exploring the New World?</li> <li>What discoveries did they make on their voyage(s)?</li> <li>How did their discoveries impact exploration and colonization in the New World?</li> </ul>	<p><b>My World Geography text</b></p> <p><a href="http://www.gilderlehrman.org/history-by-era/americas-1620/exploration">http://www.gilderlehrman.org/history-by-era/americas-1620/exploration</a></p> <p><a href="http://www.gilderlehrman.org/history-by-era/americas-1620/american-indians">http://www.gilderlehrman.org/history-by-era/americas-1620/american-indians</a></p>
<p><b>Equipment Needed</b></p> <ul style="list-style-type: none"> <li>Smartboard</li> <li>Laptop</li> </ul>	

<p><b>Standard: 6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>		
<p><b>Strand: B. Geography, People, and the Environment; D. History, Culture, and Perspectives</b></p>		
<p><b>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</b></p>		<p><b>By the end of grade 5</b></p>
<p><b>Essential Questions</b></p>	<p><b>Enduring Understandings</b></p>	<p><b>Activities and Student Experiences</b></p>
<p>1. How does geography influence and shape the way people live? 2. How does our past influence our present?</p>	<p>1. Geography influences and shapes the way civilizations develop. 2. Innovations of past civilizations impact our society today.</p>	<p><b>Early Civilization in the South &amp; Central America</b></p> <ul style="list-style-type: none"> <li>• Respond to essential question at the beginning and end of unit.</li> <li>• Utilize unit vocabulary/terminology verbally &amp; in writing.</li> <li>• Analyze the culture of the Maya, Aztec and Inca Empires                             <ul style="list-style-type: none"> <li>○ Religion</li> <li>○ Social structure</li> <li>○ Economy</li> <li>○ Science</li> <li>○ Any technological and/or contribution</li> <li>○ Military</li> <li>○ Traditions/customs</li> <li>○ Architecture</li> </ul> </li> <li>• Identify the locations of the Maya, Aztec, &amp; Inca Empires on a map.</li> <li>• Analyze the climate, population, geography, economy, and natural resources of these areas today.</li> <li>• Examine the inventions &amp; innovations made by the Maya, Aztec, and Inca Empires. How do these innovations influence our society today?</li> <li>• Compare/ contrast the culture of the Maya, Aztec, &amp; Inca Empires to life today in modern day Mexico, Central America, and South America.</li> <li>• Explain how geography shaped the way the Maya, Aztec, &amp; Incas lived.</li> </ul>
<p><b>Content Statements</b></p>	<p><b>Cumulative Progress Indicators</b></p>	
<p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p>	<p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.</p> <p>6.2.8.B.4.h Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.</p> <p>6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>	

<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS.ELA-Literacy.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.</p>	<p><b>Vocabulary/Terminology:</b></p> <ol style="list-style-type: none"> <li>1. Civilization</li> <li>2. Culture</li> <li>3. Maya</li> <li>4. Aztec</li> <li>5. Inca</li> <li>6. Astronomy</li> <li>7. Aqueducts</li> </ol>
<p><b>Desired Results</b></p>	
<p>Students will know....</p> <ul style="list-style-type: none"> <li>• Geography influenced the development of the Maya, Aztec &amp; Inca Empires in Mexico, Central America, &amp; South America.</li> <li>• The Maya, Aztec, and Inca Empires made scientific innovations that have an impact on society today.</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Teacher Resources</b></p>
<p><i>To show evidence of understanding of early civilizations in South and Central America, students will...</i></p> <ul style="list-style-type: none"> <li>• Create a travel brochure to convince people to travel back in time to the Maya, Aztec, or Inca Empires in a newly invented time machine. Students will research various aspects on the early civilizations culture including:             <ul style="list-style-type: none"> <li>○ Location</li> <li>○ Time period</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>My World Geography text. Core Concepts p. 78-79.</b></li> <li>• <b>Chapter 3: Mexico</b></li> <li>• <b>Chapter 4: Central America</b></li> <li>• <b>Chapter 5: South America</b></li> <li>• <a href="http://teacher.scholastic.com/lessonrepro/lessonplans/home/ancient02.htm">http://teacher.scholastic.com/lessonrepro/lessonplans/home/ancient02.htm</a></li> <li>• <a href="http://www.gilderlehrman.org/history-by-era/americas-1620/american-indians">http://www.gilderlehrman.org/history-by-era/americas-1620/american-indians</a></li> </ul>

<ul style="list-style-type: none"><li>○ Government</li><li>○ Religion</li><li>○ Economy</li><li>○ Technology/contributions</li><li>○ Social system</li></ul>	<ul style="list-style-type: none"><li>• <a href="http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/169/Aztec%20Inca%20Maya.pdf">http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/169/Aztec%20Inca%20Maya.pdf</a></li></ul>
<p><b>Equipment Needed</b></p> <ul style="list-style-type: none"><li>• Smartboard</li><li>• Laptops</li></ul>	

<p><b>Standard: 6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>		
<p><b>Strand: B. Geography, People, and the Environment; D. History, Culture, and Perspectives</b></p>		
<p><b>Era: Three Worlds Meet (Beginnings to 1620)</b></p>		<p><b>By the end of grade 5</b></p>
<p><b>Essential Questions</b></p>	<p><b>Enduring Understandings</b></p>	<p><b>Activities and Student Experiences</b></p>
<p>1. How does geography influence and shape the way people live? 2. How did Native Americans adapt to their surroundings?</p>	<p>1. Geography influences and shapes the way civilizations develop. 2. Native Americans adapted to their surroundings in order to create successful communities.</p>	<p><b>Early Cultures in North America</b></p> <ul style="list-style-type: none"> <li>• Respond to essential questions at the beginning &amp; end of unit.</li> <li>• Utilize unit vocabulary verbally and in writing.</li> <li>• Identify the 3 main Native American groups in North America                             <ul style="list-style-type: none"> <li>○ Woodlands (focus on Iroquois)</li> <li>○ Plains (focus on Cheyenne)</li> <li>○ Southwest (focus on Pueblo)</li> </ul> </li> <li>• Identify &amp; locate on a map the location of the groups of Native Americans.</li> <li>• Analyze the culture of the Woodlands, Plains, &amp; Southwest Native American groups.                             <ul style="list-style-type: none"> <li>○ Religion</li> <li>○ Social structure</li> <li>○ Economy</li> <li>○ Science</li> <li>○ Any technological and/or contribution</li> <li>○ Military</li> <li>○ Traditions/customs</li> <li>○ Architecture</li> </ul> </li> <li>• Explain how the availability of natural resources influenced the way culture developed in the various regions of North America.</li> <li>• Analyze the climate, population, geography, economy, and natural resources of these areas today.</li> <li>• Compare/ contrast the culture Native Americans pre-colonization to life in the United States today.</li> <li>• Explain how geography shaped the way the Iroquois, Cheyenne, &amp; Pueblo Native American lived.</li> </ul>
<p><b>Content Statements</b></p>	<p><b>Cumulative Progress Indicators</b></p>	
<p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p>	<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.  6.1.8.D.1.a: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	
<p>CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		
<p>CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>		
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<p>CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or</p>		



<p>topic, noting important similarities and differences in the point of view they represent.                  CCSS.ELA-Literacy.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.</p>	<p><b>Vocabulary/Terminology:</b></p> <ol style="list-style-type: none"> <li>1. Native American</li> <li>2. Culture</li> <li>3. Traditions</li> <li>4. Customs</li> <li>5. Geography</li> <li>6. Pueblo</li> <li>7. Adobe</li> <li>8. Adaptation</li> </ol>
<p><b>Desired Results</b></p>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Native American culture varied widely according to the resources available in the various regions.</li> <li>• Geography helped shape the unique culture of the Woodlands, Plains, and Southwest Native Americans.</li> </ul>	
<p><b>Assessments</b></p>	<p><b>Teacher Resources</b></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>To show evidence that students understand the culture of the Iroquois/Cheyenne/Pueblo Native American tribes, students will complete a diary entry describing a day in the life of a Native American. The diary entry should include a description of traditions, food, music, religion, and social structure of their chosen Native American tribe. Students should also explain how the geography of the area influences the daily life of their chosen tribe. Students can choose the Native American tribe they would like to write about.</p>	<p><b>My World Geography text: Chapter 1.</b></p> <p><a href="http://www.scholastic.com/teachers/collection/native-american-heritage-activity-set">http://www.scholastic.com/teachers/collection/native-american-heritage-activity-set</a></p> <p><a href="http://www.scholastic.com/teachers/lesson-plan/native-american-cultures-teachers-guide">http://www.scholastic.com/teachers/lesson-plan/native-american-cultures-teachers-guide</a></p> <p><a href="http://www.scholastic.com/teachers/lesson-plan/why-people-move">http://www.scholastic.com/teachers/lesson-plan/why-people-move</a></p> <p><a href="http://www.gilderlehrman.org/history-by-era/americas-1620/american-indians">http://www.gilderlehrman.org/history-by-era/americas-1620/american-indians</a></p>
<p><b>Equipment Needed</b></p> <ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Laptops</li> </ul>	