

Anoka Hennepin K-12 Curriculum Unit Plan

Department: Social Studies	Grade Level: 5
Unit Title: Ancient American Civilizations and European Contact	Trimester: 1 (American Civilizations) Tri 1-2 (European Contact-begin teaching in Tri 1 and grade in Tri 2) 12 Lessons (55 minutes)

Unit Summary: This is a unit that examines complex urban societies that existed in Mesoamerica and North America before 1500's. Students will learn how culture, government, science/technology, and industry/economics are an integral part of a complex urban society. Summative performance assessment: A visual portrayal of a complex urban society in North America or Mesoamerica (Aztec, Mound Builders) that predates European contact (pre 1500s), including written explanations for each of the four components; culture, government, science/technology, and industry/economics. See student examples
This unit continues by examining the events, ideas, cultures and people involved or affected by exploration, specifically focusing on European explorers. Students will learn the motivation of exploration. Summative performance assessment : An interview explaining the motivations for European exploration.

Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:

- **I. Culture:** Students will understand that cultural expressions (e.g. customs, ideas, and practices across time and around the world) influence interactions among peoples, regions, and nations around the world.
- **II. Time, Continuity, and Change:** Students will understand that significant people, events, and ideas influence the development of the world's civilizations.
- **III. People, Places and Environments:** Students will understand that the five themes of geography (location, place, human-environment interactions, movement, and regions) are interrelated and influence history.
- **IV. Individual Development and Identity:** Students will understand that individual and group identities are related to historical events and social contexts (e.g. conflict and change).
- **VII. Production, distribution and consumption:** Students will understand that people organize for production, distribution and consumption of goods and services.

Stage 1: Desired Results

Established Goals/Standards	Acquisition ⇔ Meaning Making ⇔ Transfer	
<p><u>MN Academic Standards in Social Studies:</u></p> <p>MN State Standards:</p> <p>5.4.1.1.1 Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart.</p> <p><i>For example: Eras-Before 1620; Colonization and Settlement: 1585-1763; Revolution and a New Nation. Events- the peopling of North America, the settlement of North American colonies, the events of the American Revolution.</i></p> <p>5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions.</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● create a visual that describes a complex urban society that existed in Mesoamerica and/or North America before 1500. ● explain motivations for European exploration. 	
	<p>Meaning Making</p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p><i>What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?</i></p> <p>Overarching (Framework)</p> <ol style="list-style-type: none"> 1. North American cultures have changed through interactions. (Focus on First Americans through 1800's). 2. the relationship between people and the environment influenced North American history. 3. individuals, groups, and institutions interact to create our diverse societies in North America. 4. significant people, events, and ideas influenced change and growth in North American history. (Through the 1800's) 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering:</i></p> <p><i>For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?</i></p> <p>Overarching (Framework)</p> <ol style="list-style-type: none"> 1. What are some cultures in North America, and how have they changed over time? 2. Why study history, and what can we learn from the past? 3. How have the people, events and ideas from the past influenced our lives today? 4. How did a region's geography, climate, and natural resources affect where people settled throughout North American history? 5. How do cultures affect and change each other?

5.4.1.2.2

Explain a historical event from multiple perspectives.

For example: Boston Massacre, Perspectives-British soldier, American colonists.

5.4.2.3.1 Analyze multiple causes and outcomes of a historical event.

For example: Historical event- the Columbian Exchange, the Seven Year's War.

5.4.4.15.1

Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact),

For example: Maya, Aztec, Anasazi, Hohokam, Cahokia, Hopewell.

5.4.4.16.1

Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries.

For example: Motivations- the search for a route to Asia, rivalries for resources, religious competition.

- 5. people throughout history developed ways to meet their needs and wants.
- 6. the desire to profit can impact people in positive and negative ways.

Topical (Unit)

- 1. Ancient Mesoamerican and North American civilizations changed through interactions with people and the environment before 1492 (European contact).
- 2. Each ancient civilization has unique customs, ideas, and practices that change over time.
- 3. European explorers impacted indigenous cultures positively and negatively.
- 4. Explorers were people who significantly impacted the world.
- 5. Maps and globes have changed over time.

- 6. How do people's choices affect each other?
- 7. Who is telling the history, and is it believable?
- 8. Why is the United States a diverse nation? What are differences and similarities between needs and wants today and those of the past?
- 9. How are people motivated by profit?

Topical (Unit)

- 1. What is a complex urban society?
- 2. How do historians use maps to understand geographical location?
- 3. Why explore?
- 4. What impact did exploration have on the indigenous people?
- 5. What is an 'era'?

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?

- ancient Americans were the original inhabitants of North America and Mesoamerica.
- there were complex civilizations in the Americas prior to European contact. In this unit, the students will explore the following civilizations:
 - The Mound Builders
 - The Aztec

Students will be able to...

What discrete skills and processes should students be able to use?

- describe the customs, ideas, practices of ancient American civilizations:
 - The Mound Builders
 - The Aztec
- identify why different people or cultures explored.
- identify the positive and negative effects of explorers' contributions on indigenous cultures.
- define 'era' and explain three or more events within

5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).

For example: Entrepreneurs—European explorers and traders. Profit equals revenue minus cost.

- geographic locations of ancient American civilizations.
- the four elements that must be present for a civilizations to exist;
 - culture: food, art, religion, language
 - government: cities, rulers/social structure, laws
 - science/technology: engineering, astronomy, medicine, and math
 - industry/economics: economic model, jobs/specialization
- people explored for wealth, religious freedom, land, resources, adventure, fame
- the explorers brought diseases, livestock, slavery, food, technology and religion.

Essential Vocabulary:

- | | |
|------------------------|---------------|
| ● ancestor | ● kingdom |
| ● ancient | ● merchant |
| ● civilization | ● Mesoamerica |
| ● class | ● migration |
| ● conquistador | ● navigation |
| ● culture | ● origin |
| ● empire | ● slavery |
| ● epidemic | ● technology |
| ● era | ● theory |
| ● expedition | ● trade |
| ● explorer/exploration | ● tradition |
| ● indigenous | ● voyage |

To view all vocabulary words for grade 5 social studies, see “Grade 5 Social Studies Vocabulary” (pink document in front of binder.)

- an era using a timeline or flowchart.
- interpret maps to follow voyages of key explorers.
- interpret timelines to gather information.

To access the "Grade 5 Social Studies Vocabulary Cards," google link here [Link to Vocabulary Cards](#)

Common misunderstanding(s):

- No one lived in the Americas until the Europeans invaded.
- Native Americans all lived in the west.
- Native American cultures were small and primitive.
- There was no contact between Nations.
- Ancient Americans are not Native Americans.
- Native Americans always lived in North America; they didn't migrate.
- Technology refers only to computers.
- All exploration resulted in positive changes.
- Indigenous cultures welcomed the explorers and what they brought.
- Exploration is not going on today.

Continually address any misunderstandings that surface throughout the unit.