

Domain-Based Unit Overview

Title of Domain: The Earliest Americans, Grade 3

Learning Time: 17 days

Big Idea

For thousands of years before the arrival of Christopher Columbus, America was populated by a variety of native peoples.

What Students Need to Learn (p.118)

- During the Ice Age, nomadic hunters migrated from Asia to North America possibly by crossing a land bridge across what is now the Bering Strait.
- Different peoples, with different languages and way of life, eventually spread out across North and South America.
- Representative peoples included:
 - Inuit (Eskimos), Anasazi (Pueblo builders and cliff dwellers), and Mound Builders
 - Native Americans: Southwest (Pueblos: Hopi, Zuni; Dine: Navajo; Apaches), Eastern Woodlands (Iroquois, Mohican, Delaware, Susquehannocks, Massachusett, and Powhatan), Southeast (Cherokee and Seminole)

MN Academic Standards

3.4.1.2.1- Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

3.4.1.1.2- Create timelines of important events in three different tie scales- decades, centuries and millennia.

3.4.2.5.1- Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

3.4.3.9.1- Compare and Contrast daily life for people living in ancient times in at least three different regions of the world.

3.4.1.2.2- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions.

3.4.3.7.1- Explain how the environment influenced the settlement of ancient peoples around the world.

3.4.2.3.1- Explain how an invention of the past changed life at that time including positive, negative and unintended outcomes.

3.4.1.1.1- Reference different time periods using correct terminology, including the terms decade, century and millennium.

Pre-Assessment

Pre-assessment will be composed of 3 parts - Content (multiple choice/short answer/essay), vocabulary matching, and labeling the regions of Native American Cultures. This layout will be in a similar (but shorter) style to the post-assessment.

Domain Lesson 1	Beringia: The Land Bridge, 2 days
MN Academic Standards	3.3.1.1.2 3.3.3.8.1 3.4.2.5.1 3.4.3.9.1
Objectives	Big Question: What was Berengia? <ul style="list-style-type: none"> - Understand that nomadic hunters may have made their way from Asia to North America by crossing a land bridge located in the Bering Strait. (RI.3.2) - Describe how Ice Age people of Beringia lived. (RI.3.1) - Understand the meaning of the following domain- specific vocabulary: Ice Age, land bridge, ice sheet, hunter-gatherers, herd, mammoth, musk ox, and spear. (RI.3.4)
Vocabulary	Ice Age, land bridge, ice sheet, hunter- gatherers, herd, mammoth, musk ox and spear.
Procedure	<ol style="list-style-type: none"> 1. Introduce the <i>The Earliest Americans</i> CKHG Student Reader by doing a picture walk, looking at glossary, and table of contents 2. Create a KWL chart for what students know and wonder about <i>The Earliest Americans</i> 3. Introduce Chapter 1 -"Beringia: The Land Bridge" from <i>The Earliest Americans</i> CKHG student readers. 4. Read aloud Chapter 1 while calling attention to vocabulary 5. Answer objective questions "What was Berengia?" with a turn and talk 6. Add new dates to class timeline and review vocabulary 7. Complete Enrichment activities
Support	Guided Reading supports TP 19-21
Enrichment	World Map (AP 1.1) Virtual Field Trip to the Ice Age (www.coreknowledge.org/ckhg-online-resources) Interactive Ice Age Activity - Stickers Game

Fiction/ Read Aloud	<i>The Earliest Americans</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	America's First Settlers, 2 days
MN Academic Standards	3.4.3.7.1 3.3.1.1.1 3.3.3.6.1 3.4.3.7.1
Objectives	Big Question: How did the ability to grow food change the way people lived? <ul style="list-style-type: none"> - Explain how America's first settlers divided into many groups and spread throughout North and South America. (RI.3.2) - Explain the impact of farming on how people lived. (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>river valley, mastodon and soil</i>. (RI.3.4)
Vocabulary	<i>river valley, mastodon and soil</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 2 -"America's First Settlers" from <i>The Earliest Americans</i> CKHG student readers. 3. Read aloud Chapter 2 while calling attention to vocabulary 4. Answer objective questions "How did the ability to grow food change the way people lived?" with an illustrated exit ticket 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports TP 26-28
Enrichment	Domain Vocabulary for Chapters 1-2 (AP 2.1) Meet the Paleoindians (www.coreknowledge.com/ckhg-online-resources)
Fiction/ Read Aloud	<i>The Earliest Americans</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	People of the Far North, 1 day
MN Academic Standards	3.4.3.7.1
Objectives	The Big Question: What were the differences between life in the summer and life in the winter for the Inuit?

	<ul style="list-style-type: none"> - Identify the Inuit people, and explain how they came to North America. (RI.3.2) - Describe the way of the life of the Inuit. (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>northern lights, ancestor, caribou, hide, igloo and fuel</i> (RI.3.4)
Vocabulary	<i>northern lights, ancestor, caribou, hide, igloo and fuel</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 3 -"People of the Far North" from <i>The Earliest Americans</i> CKHG student readers. 3. Read aloud Chapter 3 while calling attention to vocabulary 4. Answer objective questions "What were the differences between life in the summer and life in the winter for the Inuit?" with a t-chart exit ticket 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports TP 32-34
Enrichment	<i>If Applicable</i>
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Earliest Americans</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Ancestral Pueblo and Mound Builders, 2 days
MN Academic Standards	3.4.1.2.3 3.4.3.7.1
Objectives	<p>The Big Question: How would you compare the settlements built by the Ancestral Pueblo to those built by the mound builders?</p> <ul style="list-style-type: none"> - Describe the accomplishments and way of life of the Ancestral Pueblo and the Mound Builders. (RI.3.2) - Compare the Ancestral Pueblo and the Mound Builders. (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>cliff dweller, canyon, Pueblo, adobe, mineral and mound</i> (RI.3.4)
Vocabulary	<i>cliff dweller, canyon, Pueblo, adobe, mineral and mound</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 4 -"Ancestral Pueblo and Mound Builders" from <i>The Earliest Americans</i> CKHG student readers.

	<ol style="list-style-type: none"> 3. Read aloud Chapter 4 while calling attention to vocabulary 4. Answer objective questions “<i>How would you compare the settlements built by the Ancestral Pueblo to those built by the mound builders?</i>” with a venn diagram. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports TP 37-40
Enrichment	Domain Vocabulary for Chapters 3-4 (AP 4.2) Ancestral Pueblo Virtual Field trip (www.coreknowledge.org/ckhg-online-resources) Hopewell Virtual Field Trip (www.coreknowledge.org/ckhg-online-resources)
Fiction/ Read Aloud	<i>The Earliest Americans</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	After the Ancestral Pueblo, 4 days
MN Academic Standards	3.3.1.1.1 3.4.1.2.1
Objectives	The Big Question: What are some of the reasons why some Native American groups moved from place to place? <ul style="list-style-type: none"> - Describe the ways of life of the Hopi, Zuni, Navajo, Apache and Comanche. (RI.3.2) - Locate the Native American nations of the Southwest. (RI.3.1) - Identify and describe Native American artwork including Hopi kachina dolls and Navajo blankets, rugs and sand paintings. (RI.3.7) - Understand the meaning of the following domain-specific vocabulary: <i>mesa and game</i> (RI.3.4)
Vocabulary	<i>mesa and game</i>
Procedure	<ol style="list-style-type: none"> 7. Review timeline and vocabulary from previous lessons 8. Introduce Chapter 5 -“After the Ancestral Pueblo” from <i>The Earliest Americans</i> CKHG student readers. 9. Read aloud Chapter 5 while calling attention to vocabulary 10. Answer objective questions, “<i>What are some of the reasons why some Native American groups moved from place to place?</i>” with a partner (Turn and Talk) 11. Add new dates to class timeline and review vocabulary 12. Complete Enrichment activities
Support	Guided Reading Supports TP 45-48
Enrichment	If Applicable

Visual Arts	Native Artwork of the Southwest (information) <i>Design a Navajo Rug (AP 5.1)</i>
Fiction/ Read Aloud	<i>The Earliest Americans</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	If Applicable

Domain Lesson 6	After the Mound Builders, 3 days
MN Academic Standards	3.4.1.2.1 3.3.1.1.1 3.4.2.5.1
Objectives	<i>The Big Question: What were the key characteristics of the Creek, Seminole and Cherokee Nations?</i> <ul style="list-style-type: none"> - Describe the ways of life of the Creek, Seminole and Cherokee. (RI.3.2) - Locate where the Creek, Seminole and Cherokee live (RI.3.1) - Identify and describe other forms of Native American art. (RI.3.7) - Understand the meaning of the following domain-specific vocabulary: confederacy, council, clan and symbol. (RI.3.4)
Vocabulary	<i>confederacy, council, clan and symbol</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 6 -"After the Mound Builders" from <i>The Earliest Americans</i> CKHG student readers. 3. Read aloud Chapter 6 while calling attention to vocabulary 4. Answer objective questions "What were the key characteristics of the Creek, Seminole and Cherokee Nations?" with a three circle venn diagram. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Supports	Guided Reading Support TP 53-55
Enrichment	<i>If Applicable</i>
Visual Arts	Other forms of Native American Art (AP 4.1) Art from Natural Resources (AP 6.1)
Fiction/ Read Aloud	<i>The Earliest Americans</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	The Eastern Woodlands, 2 days
MN Academic Standards	3.4.2.5.1 3.4.3.9.1 3.4.3.7.1

Objectives	<p><i>The Big Question: What was the Purpose of the Haudenosaunee Confederacy?</i></p> <ul style="list-style-type: none"> - Describe the culture and ways of life of the peoples of the Eastern Woodlands. (RI.3.2) - Explain why the Haudenosaunee Confederacy was important. (RI.3.1) - Identify reasons for the struggle between Native Americans and European Americans. (RI.3.7) - Understand the meaning of the following domain-specific vocabulary: landscape, stalk, wigwam, longhouse, ebb, sachem and peace pipe. (RI.3.4)
Vocabulary	<i>landscape, stalk, wigwam, longhouse, ebb, sachem and peace pipe</i>
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 7 -"The Eastern Woodlands" from <i>The Earliest Americans</i> CKHG student readers. 3. Read aloud Chapter 7 while calling attention to vocabulary 4. Answer objective questions "<i>What was the Purpose of the Haudenosaunee Confederacy?</i>" with a exit ticket 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Supports	Guided Reading Supports TP 61-64
Enrichment	Domain Vocabulary 5-7 (AP 7.1) Native American Homes (AP 7.2) Infinity of Nations Culture Quest
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Earliest Americans</i> CKHG Student Reader "Autumn Color"
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Post-Assessment
<p><i>Post assessment test will be comprised of 4 parts. They may be taken on separate dates.</i></p> <ol style="list-style-type: none"> 1. 20 multiple choice content questions (TG 68-70) 2. 10 vocabulary matching questions (TG 71) 3. Labeling the regions of Native American Cultures 4. <i>Performance Task: Students will give an oral presentation comparing and contrasting the two Native American groups they chose and heard about in the unit. (TG 72-74)</i>

Cross-Curricular Connections

Art	<ul style="list-style-type: none"> ● The third grade will look and discuss Kachina Dolls, Navajo blankets, rugs, and sand paintings, and jewelry ● The students will create a weaving from a loom and different colors of yarn.
Media	<ul style="list-style-type: none"> ● Read and discuss “Ka-ha-si and the Loon: An Eskimo Legend,” “Children of the Midnight Sun,” “Tiktala,” “The Inuit,” “The Snow Bear,” “The Secret of the Seal,” “If You Lived in the Alaska Territory,” “The Hopi,” “Arrow to the Sun,” “The Zunis,” “Houses of Adobe,” “Children of Clay: A Family of Pueblo Potters,” “Pueblo” (Yue), “Pueblo Storyteller,” “Pueblo Boy: Growing Up in Two Worlds,” “Earth Daughter: Alicia of Acoma Pueblo”
Music	<ul style="list-style-type: none"> ● Listening activity on a recording of Native American music. ● Different types of Native American instruments, how they were used, and what materials were used to create them. ● Explore the different roles of music in various Native American cultures throughout time. ● Dramatize a Native American folk tale by using instruments to create sound effects. ● Inuit songs from MusicPlay curriculum such as “Inuit Lullaby” and “Okkitokiunga”
P.E.	<ul style="list-style-type: none"> ● Lacrosse, Bowling, Javelin, Tag, Hockey