## Unit Planning Organizer

<table>
<thead>
<tr>
<th><strong>Subject(s)</strong></th>
<th>Social Studies</th>
<th><strong>Conceptual Lenses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade/Course</strong></td>
<td>5th</td>
<td>• Continuity</td>
</tr>
<tr>
<td><strong>Unit of Study</strong></td>
<td>Early European Explorers and Native American Groups</td>
<td>• Change</td>
</tr>
<tr>
<td><strong>Unit Title</strong></td>
<td>“The Winds of Change”</td>
<td>• Exploration</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>7-10 days</td>
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### Unit Overview

The points of focus in this unit include the relationships between European explorers and American Indian groups, the effects of physical environment on settlements patterns, and an understanding of the role of diverse groups in the development of a nation. Students will develop an understanding of:

- The positive and negative effects of the relationships between European explorers and American Indian groups.
- Internal and external forces that affected change (leadership, culture, everyday life) to Native Americans during early European exploration.
- Early exploration and settlement patterns.
- The cultural, political, and social impact of diverse cultural groups on the development of a new nation.

### Unit Enduring Understanding(s)

- Relationships between different cultural groups can have both positive and negative effects based upon their interactions with one another.
- Interactions between different cultural groups are often influenced by perception.
- Physical environment affects settlement patterns.
- Change takes place because of internal and external forces.
- Diverse groups contribute to the cultural, social, economic and political development of a nation.

### Unit Essential Question(s)

- How did Native Americans and European Explorers interact with one another?
- What cultural perceptions existed between Native Americans and European explorers?
- How were early exploration/settlement patterns affected by the physical environment?
- What external and internal forces existed that affected the leadership, culture, and everyday life of Native Americans before and after European explorers?
- How did the relationships between Native Americans and European explorers contribute to the social, political, and cultural development of the new nation?
## Essential State Standards

<table>
<thead>
<tr>
<th>Priority Objectives</th>
<th>Supporting Objectives</th>
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<tbody>
<tr>
<td>5. H.1.1 Evaluate the relationships between European explorers (French, English and Spanish) and American Indian groups, based on the accuracy of historical information (beliefs, fears and leadership).</td>
<td>5. C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.</td>
</tr>
<tr>
<td>5. C.1.1 Analyze the change in leadership, cultures, and everyday life of American Indian groups before and after European exploration.</td>
<td>5. C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology.</td>
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<tr>
<td>5. H.2.3 Compare the changing roles of women and minorities on American society from Pre-Colonial through reconstruction.</td>
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### “Unpacked” Concepts (students need to know)

- How European explorers and American Indian groups interacted with each other and perceived each other.
- Key American Indian groups before and after European exploration.
- Aspects of culture and everyday life among American Indian groups.

### “Unpacked” Skills (students need to be able to do)

- Analyze multiple sources from varying points of view.
- Evaluate relationships between American Indians and European Explorers
  - Beliefs
  - Fears
  - Leadership
- Analyze American Indian groups before and after European explorers.
  - Leadership
  - Culture
  - Everyday life
- Understanding
- Analyzing
- Evaluating

### Essential Vocabulary

- Exploration
- Perception
- Culture
- League

### Enrichment Vocabulary

- Matrilineal Society
- Federation

### Enrichment Factual Content
<table>
<thead>
<tr>
<th>Unit “Chunking” &amp; Enduring Understandings</th>
<th>Essential Factual Content</th>
<th>Suggested Lesson Essential Questions</th>
</tr>
</thead>
</table>
| **Relationship between European explorers and American Indian groups.** | • Columbus  
• Ponce de Leon  
• de Soto  
• Cortes  
• Coronado  
• Verrazano  
• Cartier  
• Hudson  
• Sir Walter Raleigh  
• The Virginia Company | How did European Explorers and American Indians interact with one another? 1.1 |
| | | How did European explorers and American Indians perceive one another? 1.1 |
| | | How would you characterize the relationship between European explorers and native American groups? 1.1 |
| **Changes to Native American leadership, culture, and everyday life before and after early European explorers.** | Key American Indian groups  
• Algonquian  
• Iroquois  
• Plains  
• Pueblos  
• Navajo  
• Northwest coast | What changes occurred to Native Americans as a result of European exploration? 1.1 |
| | | What do historical sources tell us about the beliefs, fears, and leadership of American Indian groups at the time of European exploration? 1.1 |
| **Political and social impact of diverse** | • Iroquois League | What was the Iroquois League of Nations? 1.1 |
| cultural groups on the development of a nation. | • Traditional Native American political systems | • Matrilineal societies | What are the features of the traditional native American political system? | 1.1 |

### Rules and Conflict Resolution Resources

**Web Sites/Games/Blogs:**

**Learn 360 Videos:**

**Books:**

### General Unit Resources

○ “Straight Ahead” □ “Uphill” △ “Mountainous”
Additional resources will be listed here as unit development continues.

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Text differentiation symbols: Texts will be categorized in teacher resource documents as Straight Ahead (less challenging for struggling readers), Uphill (having some challenging words and more complex sentence structure that is appropriate for on-grade level readers), or Mountainous (containing challenging vocabulary, complex sentences, and more abstract ideas).