

Unit Title: Early North America (Pre Colonial North America and Effects of Colonization on Indigenous People/Lands)

Grade Level: 5

Subject Area: *Social Studies*

Duration/Length/Number of class periods: 10 Class Periods

Description:

This project is an interactive blog via Flipgrid, which will initially pose questions to students regarding events in pre-colonial North America, leading up to the exploitation of indigenous people and lands. With this interactive blog, students will be posing ethical questions as the unit progresses, and will support their responses with evidence from their learning. Students will finish by writing a law that would have been beneficial in precolonial times for indigenous people and people of color.

This project is being created for the specific purpose of being a collaboration between the fifth grade students and a partnering high school class with the purpose of offering multiple perspectives, and for students to have their published work be viewable by others in a safe learning environment.

Established Goals (National, State, Local):

2011 Minnesota Social Studies State Standards (5th Grade)

Summary: Students will understand that North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities. Students will understand that the rivalries among European nations and their search for new opportunities resulted in the exploitation of indigenous people, lands. (Standards 5.4.4.15.1, 5.4.4.16.1, 5.4.4.16.2)

What Enduring Understandings are desired?

Knowledge of the past helps one understand the present and make decisions about the future.

Culture is both a unifying and divisive force in human relations.

What Essential Questions will be considered?

What was North America's culture like prior to European exploration?

Why did people originally come to North America from Europe?

Why is it important to recognize indigenous populations in today's world?

What could have been done differently in American history to have better current relationships with indigenous people and people of color?

Students will know / be able to:

Students will be able to describe North America's culture and indigenous groups prior to European exploration.

Students will be able to explain reasons why Europeans originally came to North America, as well as the affects the exploration and settlement had on indigenous populations.

Students will be able to express their opinion on why recognition of indigenous populations is important in today's society.

Students will be able to create a made up law that would have forged better relationships with both indigenous people and people of color in today's society.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p>Day 1 Introduction of topic: Early North America and Effects of European Exploration of Natural Resources and Indigenous Culture Students use Flipgrid to introduce themselves, as well as their prior knowledge of North American geography and indigenous people. View and respond to three or more classmates. Use the prompt from the teacher on Flipgrid. <i>Teacher Prompt: What do you know about North America before any settlers came to this continent? What do you know about Native American tribes? What would you like to learn about Native American tribes?</i> ISTE Standard 1 - Empowered Learner ISTE Standard 2 - Digital Citizen</p>	X		X		X		X
<p>Day 2 Show MN Department of Natural Resources video and virtual photo tour options. Students explore the website, noting natural and man-made characteristics using the fact recording sheet. Students read about an assigned Native American group, noting facts on the fact recording sheet about clothing, housing, customs, important foods.</p>				X	X		
<p>Day 3 Students find facts about their assigned Native American group using a Kid Safe Google search. Add to the fact recording sheet. Students use Flipgrid to describe natural vs. manmade characteristics noted in fact recording sheet from previous lesson. Briefly describe your assigned Native American group with several facts from readings from the textbook. Use the prompt from the teacher in Flipgrid. <i>Teacher prompt: You have explored local as well as national parks and preserves as well as your assigned Native American group. Share a Flipgrid video of several of the natural and man made objects you noted, and how those man made objects may have impacted life for indigenous people. You should also share several (5+) facts about your Native American group. View and respond to two other students on Flipgrid.</i> ISTE Standard 2 - Digital Citizen ISTE Standard 3 - Knowledge Constructor</p>	X			X	X		X
<p>Day 4 View European Exploration videos. While viewing videos, students should note the multiple reasons provided in videos for European exploration. European Exploration</p>				X	X	X	

Expansion and Consequences							
<p>Day 5 With a partner, students should review the Expansion and Consequences video from the previous class, noting how cultures were affected by the European explorers. Consider religious changes, customs, etc. that were quickly changed. Were indigenous people treated fairly? Students create a Flipgrid video noting the reasons Europeans explored as well as the vast changes indigenous people had to endure due to European exploration. Each student should also make a statement of opinion (It does not have to match their partner's opinion!) regarding how they felt about European explorers and their reasons for exploring and exploiting North American land and people. <i>Teacher Prompt: After learning about reasons for European exploration, what are three reasons Europeans went to North America? Do you think it was fair to the indigenous people of North America when Europeans came? Each person should speak an equal amount and share their own opinion.</i> ISTE Standard 6 - Creative Communicator</p>	X			X	X		X
<p>Day 6 Guest Speaker: Serene Thin Elk *Prior to the guest speaker arriving, students should come with questions for the guest speaker regarding Native American history, what consequences European exploration had on her family life, Native American land, etc. ISTE Standard 1 - Empowered Learner ISTE Standard 3- Knowledge Constructor</p>				X			X
<p>Day 7 Class Discussion and reflection of guest speaker. Each student should create a Flipgrid post sharing 3-5 things learned from the guest speaker. View and respond to 2+ students. <i>Teacher Prompt: After hearing from our guest speaker, what questions do you still have about Native American history? What are the things you learned? Was there anything the guest speaker told us that surprised you?</i> ISTE Standard 1 - Empowered Learner ISTE Standard 2 - Digital Citizen ISTE Standard 6 - Creative Communicator ISTE Standard 7 - Global Communicator</p>	X	X		X	X		X
<p>Day 8 Students revisit their own Flipgrid video from Day 1. Reflect on what questions they still have about indigenous people, what they have learned, and how their mindset has changed about indigenous people and colonization.</p>		X			X		X

<p>Have an in person circle discussion sharing reflections. Give students opportunities to share their thoughts orally, if they choose. Flipgrid response of what was shared.</p> <p><i>Teacher Prompt: Why is it important to recognize indigenous people and have a better understanding of their history? How has North American culture and landscape changed from pre-colonization?</i></p> <p>ISTE Standard 7 - GlobalCollaborator</p>							
<p>Day 9 Work Day Partner/Small Group Activity: Create a made up law that would have forged better relationships with both indigenous people and people of color in today's society. You may also consider other underrepresented populations (women, children, etc.) Use the rubric and template for guidance. Teacher Check-In with each group at end of class period. ISTE Standard 6 - Creative Communicator ISTE Standard 4 - Innovative Designer</p>	X			X			X
<p>Day 10 Students should create a final Flipgrid with their partner or small group and post it to the class page. View Flipgrid documents and explanations with the class. <i>Teacher Prompt: Read aloud your law on Flipgrid. After reading your law, articulate in your own words what could have been done differently in American history to have better current relationships with indigenous people and people of color. Respond to 2+ groups individually.</i> ISTE Standard 6 - Creative Communicator</p>		X			X	X	X

<p>Materials, tools and resources: Student device and access to Google Suite Guest Speaker (Serene Thin Elk) on Indigenous groups affected by colonization Video introductions to lessons on Flipgrid Virtual/Video tour of state parks in Minnesota (use for mini research project) Native American Tribes Google Slide Jigsaw Websites: Flipgrid, Safe Search Kids, YouTube ISTE Standards</p>
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