

## 5-1: Where UR = Who UR Alternate Specialized LEADS Unit

**Time frame for units:** Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.

### Theme Overview:

“Where U R = Who U R” (reflecting the current communication trend of text messaging) is an in-depth look on the influence of time and place on who we are. Through this 16-week interdisciplinary study, the teacher will model how to examine any culture. In whole class and small groups, students will examine the belief system, government, architecture, arts, foods, clothing, science and technology of Native Americans. Throughout the unit, we will continue to make connections to the essential question (**How does the place and time in which people live determine their culture?**) while examining the cultures of these very different societies.

**Please refer to LEADS Unit 5-1 at the end of this document for the Driving Questions and the NJCCS for language arts and social studies.**

### Language Arts Materials

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 5<sup>th</sup> grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (Please see Word Wall resources on LEADS website for more information.) Word Walls are an integral part of effective instruction; students should be interacting with word walls on a daily basis.

**CORE:** The Chocolate Tree: A Mayan Folktale (DRA approximately 24)  
The Time Warp Trio: Me Oh Maya (DRA 38)

**NOTE:** *\*\*If students are two or more years behind the level of the CORE novel, they will not be able to read along with the CORE novel due to reaching the frustration level. The novel must be considered a read aloud only with the struggling readers listening to and visualizing the story.\*\**

### Guided Reading:

Title	Levels
Crazy Horse’s Vision (Picture Book)	K-3
Sacajawea Her True Story	DRA 24
The Story of Pocahontas	DRA 24

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing.) After the teacher gives them a purpose for reading (based on the skills he/she models with the CORE novel,) the students then reading their guided reading materials. Guided reading is as its name implies: the students (3-5 per group) read for purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the student to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

**Social Studies Materials:**

American Reading Company's **Native Americans** Thematic Baskets

Nonfiction texts:

The Maya in the Past and Present	DRA Level 16-18
The Sleeping Bear Dune	DRA 18

Please also refer to the Pearson leveled readers on the attached unit.

The following pages contain the LEADS unit 5-1 "Where U R=Who U R," including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

**Unit 5-1: Where U R = Who U R**  
**SS Topic: Native Americans/ Explorers**

**Core Novel**

**The Well of Sacrifice**

Guided Reading  
Easy

**Morning Girl**

**Pedro's Journal**

Guided Reading  
At Level

**Touching Spirit**  
**Bear**

Guided Reading  
Challenge

**Blaze of the Great**  
**Cliff**

**The Magician's**  
**Nephew**

**Among the Hidden**

## **Fifth Grade Unit 1**

### **Theme Overview:**

This unit will help to set the stage for a year-long integration of language arts and social studies. Our theme, **Where U R = Who U R** (reflecting the current communication trend of text messaging) is an in-depth look on the influence of time and place on who we are. Our core novel, *The Well of Sacrifice* draws a picture of Mayan culture in the pre-Columbian era. Through the whole class study of this novel, teachers will model how to study any culture. Together the class will examine the belief system, government, architecture, arts, foods, clothing, science and technology of the Maya. In correlation with our group study, students will form small groups to study other Native American tribes. The unit will end with a look at the Age of Exploration. Throughout the unit, we will continue to make connections to the essential question (**How does the place and time in which people live determine their culture?**) while examining the cultures of these very different societies.

### **Essential Question:**

How does the place and time in which people live determine their culture?

### **Driving Questions:**

- How do we define culture?
- What are the major problems every culture must face and how can those problems be solved? What causes cultural changes?
- What similarities and differences can be found among Native American cultures?
- How does a person's point of view affect their interpretation of the world?
- How do authors use imagery to draw the reader into the culture of the novel?
- What are the geographical locations of the prominent Native American tribes? What landforms affect this region?

### **New Jersey Core Curriculum Content Standards specific to this unit:**

**Standard 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.**

#### **A. Social Studies Skills**

1. Analyze how events are related over time.
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.
6. Formulate questions based on information needs.
7. Use effective strategies for locating information.
8. Compare and contrast competing interpretations of current and historical events.
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.

10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
11. Summarize information in written, graphic, and oral formats.

**Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.**

**D. Citizenship**

3. Describe major conflicts that have arisen from diversity (e.g., land and suffrage for Native Americans, civil rights, women's rights) and discuss how the conflicts have been addressed.

**E. International Education: Global Challenges, Cultures, and Connections**

6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

**Standard 6.3 (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.**

**A. The Birth of Civilization to 1000 BCE**

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:
  - Early hominid development, including the development of language and writing
  - Migration and adaptation to new environments
  - Differences between wild and domestic plants and animals
  - Locations of agricultural settlements
  - Differences between hunter/gatherer, fishing, and agrarian communities
2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).

**B. Early Human Societies to 500CE**

10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.
11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.

**D. The Age of Global Encounters (1400-1750)**

1. Discuss factors that contributed to oceanic travel and exploration in the 15th and 16th centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.

3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.

**Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.**

### **C. Many Worlds Meet (to 1620)**

2. Trace the major land and water routes of the explorers
4. Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest.
6. Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration.

**Standard 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.**

### **B. Places and Regions**

1. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.

### **Materials:**

**Suggested Core Novel:** *The Well of Sacrifice* by Chris Eboch (A)

### **Alternative Core and/or Guided Reading Selections:**

*The Blaze of the Great Cliff* Mark Fidler (C)

*Among the Hidden* Margaret Haddix (C)

*The Magician's Nephew* C.S. Lewis (C)

*Touching Spirit Bear* Ben Mikaelson (A)

*Pedro's Journal* Pam Conrad (E)

*Morning Girl* Michael Dorris (E)

Textbook: McMillan: Book 1: *Voyage of the Dawn Treader, Wreck of the Zephyr*

Book 3: *The Paper Dragon, A Mountain for a Monument*

Book 5: *Tonweya and the Eagles*

Book 6: *Rip Van Winkle*

Textbook: Harcourt: Chapter: 1, 2 & 3 entire

Chapter: 4- Lesson 1

Suggested Supplemental Novels: These novels are recommended for inclusion as possible substitutes or additional texts for core or guided reading novels based upon the current availability at individual schools.

*Sign of the Beaver* (A)  
*Wrinkle in Time* (C)

**Independent Reading /Research:**

**American Reading Company Leveled Library – See resource packet for titles  
 Pearson Leveled Readers**

Pearson Leveled Readers				
Title		F&P	DRA	Lexile
A Tale of Gold and Glory	Hines	S	50	
A Whole New World	Fifer	M	24-28	810
Adventure in Americas	Fifer	R	40	900
Captain James Cook - Explorer	Clampitt	R	40	910
Exploring a New World	Fifer	O	30-38	830
The Incredible Journey of Thor Heyerdal and the Kon-Tiki Raft	Biviano	V	50	950
Adventure to the New World	McBride	T	44	900
The Anasazi - The Ancient Builders	Ato	R	40	
Archaeologists Explore Early America	Sigue	T	44	1010
The Chumash People of California	Sigue	Q	40	870
Early American Alliances	DiMartino	W	44+	1050
Early Americans	Sigue	P	38	850
Uncovering America's Past	Sigue	R	40	870
Meet the Maya	McClellan	V	50	830
Vespucci Sails for America	Cutler	R	40	980
Exploring with Amerigo Vespucci	Cutler	S	44+	1010
His Name Was Amerigo	Cutler	Q	40	900
Making Connections	DiMartini	T	44	1000

**Teacher Resources:**

**Core/Guide Reading Websites:**

**-The Well of Sacrifice:**

<http://www.chriseboch.com/work3.htm>

Contains debate possibilities, discussion questions for the novel, art projects, journal questions, and suggestion for small group activities.

<http://www.chriseboch.com/work1.htm>

This site contains information from the author about *The Well of Sacrifice*, the Maya culture, and the foundation for writing the fictional story of Eveningstar Macaw.

**-Morning Girl**

<http://www.wmich.edu/dialogues/texts/morninggirl.html>

This site contains journal questions, some points for discussion, as well as a summary of the book.

**-Pedro's Journal:**

<http://www.teachervision.fen.com/historical-fiction/activity/2923.html?page=1>

This site contains enrichment activities that coincide with *Pedro's Journal* and links to historic websites about exploration and C. Columbus.

<http://www.mariner.org/educationalad/ageofex/vocab.php>

A comprehensive list of definitions for nautical/exploration terms that can be helpful while reading *Pedro's Journal* can be found at this site.

**-Touching Spirit Bear:**

<http://www.multcolib.org/talk/guides-touching.html>

Contains a brief summary of the book and some possible discussion questions.

[http://www.benmikaelsen.com/lesson\\_plan\\_eleven.htm](http://www.benmikaelsen.com/lesson_plan_eleven.htm)

This site contains a three-part activity plan to deal with anger management, one of the many themes of *Touching Spirit Bear*.

**-Among the Hidden:**

<http://www.haddixbooks.com/books.html>

Author website-contains possible discussion questions and extension activities for *Among the Hidden* and information about other books in the series.

**-The Magician's Nephew:**

<http://www.factmonster.com/quizzes/narniamagician/1.html>

Contains an online comprehension multiple-choice quiz based on the readings. (10 questions.)



**Internet Sites –Maya**

1. The National Gallery of Arts- This site gives examples of Mayan art, with information on life at the royal court, women at court, Mayan writing, and Palenque, a Mayan city in Mexico.

<http://www.nga.gov/exhibitions/2004/maya/lifeatcourt.shtm>

2. The Thinkquest site give information on Mayan society, math, calendar, language, astronomy, religion, and principle cities. Of particular interest are simplified lines drawings of the glyphs used for the 20 days of the Mayan "Tzolkin" calendar, important for agriculture, family and religious ceremonies.

<http://library.thinkquest.org/C004577/home.php3>

3. The Jaguar Sun site is created by an author of a novel about the Maya – she is not an archeologist. This site gives information on the region, mythology, writing, number system, and calendar. There are some clear explanations of how the calendar and number system work, along with some samples. There is also a map showing the location of the major Mayan cities.  
<http://www.jaguar-sun.com/maya.html>
4. Nova – ScienceNow – This site shows a 14 minute video segment on the finding of a 2,000 year old Maya mural. The archeologist, Bill Saturno, describes his journey and methods of research used on the site in San Bartolo. An interactive section allows the viewer to scan over the San Bartolo mural, and click on many of the figures for detailed explanations.  
<http://www.pbs.org/wgbh/nova/sciencenow/3401/03.html>
5. The Canadian Museum of Civilization has a web exhibit created to support an IMAX film on the Maya. The site has a Mayan glossary, a detailed timeline, and clear explanations of many aspects of the Mayan culture (the explanation the ritual bloodletting may be too clear for kids!) There are slide shows with photographs of the architecture, habitat in that area today, Mayan costumes, and landscapes.  
<http://www.civilization.ca/civil/maya/mminteng.html#menu>
6. The International School of Amsterdam has a site with 5<sup>th</sup> grade projects from their study of the Maya. The projects include student webpages and pictures of their Maya Stela art projects.  
[http://internet-at-work.com/hos\\_mcgrane/maya/eg\\_maya\\_menu.html](http://internet-at-work.com/hos_mcgrane/maya/eg_maya_menu.html)
7. Maya kids- Read about the Mayan people, pyramids, beliefs, chewing gum or download Mayan clipart.  
<http://mayankids.com/mmkpeople/peoplemain.htm>
8. Oneworldjourneys.com - Follow a team into the rainforest region of the Yucatan Peninsula for a 10 day web cast as they study the elusive jaguar. Learn about Jaguar mythology, Mayan history, and the geographical setting of Mayan culture. There is a large Mayan history timeline.  
<http://www.oneworldjourneys.com/jaguar/index2.html>
- 9.: PBS Online - The companion Web site to "Lost King of the Maya," a PBS broadcast. The site follows the work of archeologists who are using new excavations and studying Maya hieroglyphs to interpret the early history of Copán, a Classic Maya site in northern Honduras. The website includes activities on reading Maya hieroglyphs and a map of the Maya world.  
<http://www.pbs.org/wgbh/nova/maya/>
10. Nova – Cracking the Maya Code – Video of the one hour program in addition to an interactive site that translates the glyphs on a Maya stela.  
<http://www.pbs.org/wgbh/nova/mayacode/>



### **Internet Sites – General**

Native American research and informational links on many tribes and many aspects of culture.  
<http://edtech.kennesaw.edu/web/natam.html>

Extensive list of Native American Sites

[http://www.cumbavac.org/Native\\_American.htm](http://www.cumbavac.org/Native_American.htm)

First Americans – An overview of 5 Tribes

<http://www.ic.arizona.edu/ic/kmartin/School/index.htm>

Aztecs

<http://www.mexicolore.co.uk/index.php?one=azt&two=aaa>

Inca

Andean History

<http://www.ddg.com/LIS/aurelia/andhis.htm>

Ice Mummies of the Inca

<http://www.pbs.org/wgbh/nova/peru/>

The Inca Trail and Machu Picchu

<http://www.raingod.com/angus/Gallery/Photos/SouthAmerica/Peru/IncaTrail/>

Inca Music

<http://www.wayanay.com/>

Olmec

<http://www.crystalinks.com/olmec.html>

### **Northwest Coast**

<http://cooday8.tripod.com/alaska.htm>

<http://library.thinkquest.org/CR0215453/MYSite/chinook.html>

<http://content.lib.washington.edu/aipnw/renker.html>

<http://www.everyculture.com/multi/Sr-Z/Tlingit.html>

### **Southwest**

<http://www.thefurtrapper.com/anasazi.htm>

[http://gosw.about.com/od/nativeamericanculture/Native\\_American\\_Culture\\_and\\_Arts.htm](http://gosw.about.com/od/nativeamericanculture/Native_American_Culture_and_Arts.htm)

[http://gocalifornia.about.com/od/naiapacheculture/Apache\\_Culture.htm](http://gocalifornia.about.com/od/naiapacheculture/Apache_Culture.htm)

### **Great Plains**

<http://www.thewildwest.org/interface/index.php?action=185>

<http://inkido.indiana.edu/w310work/romac/plains.html>

<http://www.sonofthesouth.net/union-generals/sioux-indians/sioux-indians.htm>

<http://www.bigorrin.org/>

<http://www.texasindians.com/comanche.htm>

### **Eastern Woodlands**

<http://www.tolatsga.org/iro.html>

[http://tuscaroras.com/pages/irlinks\\_na.html](http://tuscaroras.com/pages/irlinks_na.html)

### **California-Intermountain**

<http://www.chumashindian.com/>

## **Native Culture**

Ancient Calendars

<http://physics.nist.gov/GenInt/Time/ancient.html>

Calendars Trough the Ages

<http://www.webexhibits.org/calendars/index.html>

Making a Sundial

<http://solar.physics.montana.edu/YPOP/Classroom/Lessons/Sundials/sundials.html>

Totems

<http://users.imag.net/~sry.jkramer/nativetotems/default.html> - Far-Flung%20Totem%20Project

Stories in Wood

[http://www.southernct.edu/~ils6936/totem\\_poles/webquest.htm](http://www.southernct.edu/~ils6936/totem_poles/webquest.htm)

Native "Technology"

<http://www.nativetech.org/>

Art

<http://www.britannica.com/EBchecked/topic-art/405948/34518/Wooden-thunderbird-of-the-Haida-tribe-northwest-coast-of-North#>

Native American "Heritage"

<http://www2.scholastic.com/browse/article.jsp?id=3748389>

## **Explorers :**

Explorers by Origin

<http://www.cdli.ca/CITE/explorer.htm>

Explorer Overview

<http://www.mce.k12tn.net/explorers/explorers.htm>

Explorers

<http://edtech.kennesaw.edu/web/explorer.html>

The Mariner's Museum Online Exploration Guide

<http://www.mariner.org/educationalad/ageofex/>

## **Audio-Visual:**

### **United Streaming Clips:**

*The Explorers: Ancient Civilizations of Mexico: The Maya and the Aztecs*

*Maya: Messages in Stone*

*Ancient Americans: The Mayans and Aztecs*

*The Explorers: The Dawning of the Era of Exploration*

## **Suggested Student Activities:**

### **Theme Introduction Activities:**

Present students with the following questions:

- Describe your environment. How does your environment affect your daily life?
- How does where you live affect what you eat?
- Describe your home. Are all the homes the same in your town, state, country?
- What rules must you follow each day? Who makes up these rules?
- What is art? Is art the same everywhere in the world? Explain
- What beliefs are important to you and your family? Why?

Allow students to discuss their answers in small group settings. Together groups draw a “picture” of our culture that includes some of everyone’s answers. Using the T-chart graphic organizer, determine the important components of our culture.

**Core Text Activities:**

- Listen to daily read aloud.
- Select key vocabulary and clarify word meanings.
- Make predictions and interpret ideas through discussions and journal entries.
- Critique and appraise decisions made by the characters, citing specific examples from the text.
- Make inferences using textual information and providing supporting evidence.

**Short Term Class Room Activities:**

**~Map Production:**

Students will create a large-scale map representation of the locations of the various Native American tribes. Students should include:

- Geographic Location
- Natural Resources
- Habitats
- Wild Life

Students should include a map scale and compass on their visual representation

**~Comic Strip:**

Students will research Native American myths and adapt the myth into comic strip format.

- Students will research Native American myth and provide a copy of the myth in original format.
- Dialogue and visual representations will be used in the comic strip.
- Students will research and discuss the importance of myths in Native American lifestyles.

**Short Term Projects that could result in a long term PBL:**

**~Expert Book:**

Students will investigate a cultural component of approximately three Native American tribes (ie. art, beliefs, food, etc.) and present their research in a picture book format.

- Books should include a title page, table of contents, and a glossary of new terms.
- For each Native American tribe students should create an illustration page and a written page providing a detailed explanation of the component researched.
- Students should include comparative pages from their own culture.

**~Multi-Media Presentations:**

1. Students will investigate a cultural component of approximately three Native American tribes (i.e.: art, beliefs, food, music, etc.) and present their research in a multi-media format.

- Students can present in Power Point or video format. (Other formats at teacher discretion.)
- Students should include visual aides to support their findings.
- Detailed explanations of research should be provided.
- An overview of new terminology and the meanings of the words should be expressed.

2. Students will investigate the Mayan concept of Astronomy and present their findings in a multi-media format such as Power Point Presentations, video presentations, pod casts, etc.

- Students should express a strong understanding of the Maya concept of astronomy.
- Students should express the influence astronomy had on the everyday life of the Maya such as in the development of the calendar, agriculture, land travels, etc.
- Students should explore the correlation between astronomy and the Maya belief system.
- Students should include any additional interesting information.

3. Students will create a multi-media presentation exploring the use of plants in the Native American culture.

- Students will discuss the indigenous plants of the region.
- Include visual representations in the presentation.
- Discuss the use, storage, and preparation of the plants to be used for food or medicinal purposes.
- Do the plants have medicinal uses in today's culture?

**~Performance:**

Students will become an Indian storyteller to present a Native American myth. Students will present the myth to the class in the role of a Native American storyteller.

- Students will research a Native American myth and choose one myth to present to the class.
- A copy of the myth should be provided.
- Visual aides should be included in the presentation.
- Students should research and explain the importance of storytellers in the Native American culture.

**~Artifact Reproduction:**

Students will research a variety of Native American artifacts. Students will reproduce one or more of the artifacts and create a short presentation discussing the importance of the artifact in Native American culture.

- Students will provide and present research upon a Native American artifact.
- Students will make a reproduction of at least one artifact.
- A brief explanation of the Native American creation method and the student's creation method should be provided.
- In closing the student will discuss the importance of the artifact, and/or its use, in everyday life.

**~Games:**

Students will explore and instruct the class in the recreation activities of a Native American tribe.

- Students will discuss the rules and equipment necessary for participating in the game.
- Visual representations of recreations should be presented to the class.
- Students should discuss the game participants and why the game is played. (ie. is the game part of a celebration, war victory, etc.)
- What part, if any, does the game play in the belief system or everyday life of the Native American tribe?

**~Assessments:**

Informal daily observations  
 Writing conferences  
 Anecdotal notes (Guided Reading)

PBL's

Rubrics:

Writing rubric

Speaking rubric

Oral presentation-dramatization

Open-ended scoring rubric