

Subject: Social Studies Grade: 7 Unit #1 Title: Are different cultures really that different? (Native Americans)

UNIT OVERVIEW

STAGE ONE: Identify Desired Results			
E s t a b l i s h e d G o a l s / S t a n d a r d s	New York State Social Studies Framework: 7.1 NATIVE AMERICANS*: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2; Themes: ID, MOV, GEO) Common Core Standards for Literacy and History/Social Studies: Cite specific textual evidence to support analysis of primary and secondary sources. (CCR Key Ideas and Details 1) Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print	Long-Term Transfer Goal	
		<i>Students will be able to independently use their learning to</i> Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences.	
		Meaning	
		Enduring Understandings <i>Students will understand that...</i> U1: Individual cultures have developed differently due to adapting to their surroundings, geography and the environment around them. (MOV, GEO) U2: Cultures and identity have developed with similarities and differences that can be uniquely appreciated. (ID)	Essential Questions <i>Students will consider such questions as...</i> EQ1: How does geography affect your culture where you live? EQ2: How do we currently identify ourselves? EQ3: To what extent does the location in which you live affect your culture and identity?
		Acquisition	
		<i>What knowledge will students learn as part of this unit?</i> K1- Students will examine theories of human settlement of the Americas. K2- Students will compare and contrast different Native American	<i>What skills will students learn as part of this unit?</i> S1-Gathering, Interpreting, and Using Evidence- Identify, describe, and evaluate evidence about events from diverse sources.

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	<p>and digital texts. (CCR Integration of Knowledge and Ideas 7)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCW Production and Distribution of Writing 4)</p>	<p>culture groups, with a focus on the influence geographic factors had on their development, including Sioux and Anasazi.</p> <p>K3-Students will examine the various Native American culture groups located within what became New York State including Haudenosaunee (Iroquois), and the influence geographic factors had on their development.</p>	<p>S2-<i>Chronological Reasoning</i>-Identify, analyze, and evaluate the relationship between multiple causes and effects.</p> <p>S3- <i>Comparison and Contextualization</i>-Identify and compare multiple perspectives on a given historical experience.</p>
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STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence

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Criteria for to assess understanding: *(This is used to build the scoring tool.)*

- Curriculum Embedded Performance Task:
- Students will create a cultural identity book in which they will develop their own personal sense of cultural identity and will also develop a claim in regard to the following question, which is the compelling question for this unit: Are different cultures really that different? This cultural identity book has five components: a visual representation, an “I am From” poem, written claim addressing the compelling question, historical evidence used to support the claim, and contemporary evidence (student interviews) also used to support the claim.
 - As a class students will determine what they see as the “criteria” of culture (i.e. geographic location, language, tradition/custom/food/etc.). This will be done through an activity entitled “Keep it or Junk it,” in which students will be given the opportunity to surface, and vote on, what they see as the “criteria” of culture. The teacher will help to facilitate this process.
 - Students will then create a profile of themselves, based on their own cultural identity, where they provide information to satisfy each of the “criteria” of culture that has been previously identified within their classes. **(Students will self asses using criteria from the rubric)**
 - Students will then create an “I am From” poem, which will allow them to transform the pieces of their cultural identity into a singular narrative. **(The teacher will provide students with feedback in regards to the way they are integrating their information into the poem.)**
 - In order to gather contemporary evidence that will help students to support their claims, students will interview their classmates using the “criteria” of culture that has already been identified. Students will use a note-catcher to document the responses of their peers and will pay specific attention to the ways in which the various cultures of their classmates are both similar and different to their own.
 - In order to select the historical evidence that will help students to support their claims, students will revisit the work (primary/secondary sources and document analysis) that was done surrounding the ways in which geography/location influences the development of culture through the perspective of Native Americans. Students will need to incorporate multiple (at least two) pieces of evidence to support what they believe their claim will be in relation to the compelling question.
 - Students will create a draft of their claim containing both their

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	<p>historical/contemporary evidence and their analysis of said evidence. The teacher will conference with each student individually to help assess the validity of their claims, the strength of their evidence, and how well their analysis illustrates the connection between their evidence and claim. (Teacher conference to provide feedback on claims)</p> <ul style="list-style-type: none"> Students will then create a final draft of their cultural identity book. <p>CFA-The students will use the Social Studies “Sourcing Graphic Organizer” to source a primary source document.</p> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> Document analysis Venn Diagram Graphic Organizer
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T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
	<p>Learning Events:</p> <p>Learning Target #1: I can define my understanding of culture.</p> <p>Learning Target #2: I can determine the central ideas of a secondary source titled “Body Ritual Among the Nacirema”.</p> <p>Learning Target #3: I can explain how geography influences the development of culture.</p>	<p>Evidence of learning: <i>(formative assessment)</i></p> <p>Gallery Walk Posters Exit Tickets Document Analysis</p>

	Learning Target #4: I can create a list of the different aspects of culture.	
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