

# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Getting to Know Our State and Region*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 4)*

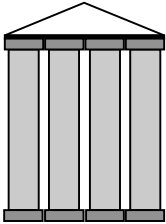
**LENS:** *Change and Continuity*

**Unit Title:**  
*Getting to Know Our State and Region*

**Conceptual Lens:** *Change and Continuity*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
5.1 6D 5.1 6F 5.1 6H 6.2 6E 6.2 6F 6.4 6A 6.4 6D 6.4 6G 6.5 6C 6.5 6F 7.2 6A 7.2 6A 7.3 6A 7.3 6C 7.4 6B 8.1 6A 8.2 6A 8.2 6C 8.2 6D	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. State governments are established by basic principles and ideals.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>2. Humans adapt to and modify the physical environment to suit changing needs and wants.</li> <li>3. Geographic location determines the availability of natural, capital, and human resources.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>4. Settlers to a region adapt their lifestyles to fit the environment.</li> <li>5. Changes in the environment create movement, mobility, and migration in a region</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>6. Conflict and cooperation among social groups can lead to change or foster continuity</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>7. Cultural contributions of individuals and groups cause change in a community and region.</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. Different cultural groups in Pennsylvania and surrounding regions</li> <li>2. The contributions of political, cultural and military leaders of Pennsylvania, as well as innovators and reformers</li> <li>3. Economic terms such as price, quantity, specialization, division of labor, entrepreneurship</li> <li>4. How location of resource affects economic patterns</li> <li>5. Basic documents of Pennsylvania government</li> <li>6. Physical characteristics of Pennsylvania and its surrounding region</li> <li>7. Characteristics of population such as size, density, spatial distribution, mobility, movement and migration</li> <li>8. Historical events in the history of PA</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify patterns of continuity and change</li> <li>2. Explain multiple historical perspectives</li> <li>3. Differentiate between fact and opinion</li> <li>4. Analyze cause and effect relationship</li> <li>5. Describe and locate places and regions</li> </ol>



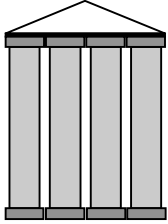
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Getting to Know Our State and Region

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions F = Factual C = Conceptual P= Philosophical</b>
<b>Government/Civics</b> 1. State governments are established by basic principles and ideals.	<ul style="list-style-type: none"> <li>• Why did early colonists begin to hold the values and principles that they did? (F)</li> <li>• How was state government established? (F)</li> <li>• What basic principles and ideals did William Penn hold? (F)</li> </ul>
<b>Economics</b> 2. Humans adapt to and modify the physical environment to suit changing needs and wants. 3. Geographic location determines the availability of natural, capital, and human resources.	<ul style="list-style-type: none"> <li>• How are product prices determined? (F)</li> <li>• Why do prices vary for similar products? (C)</li> <li>• How do the needs and wants determine pricing? (C)</li> <li>• How has the availability of natural resources changed over time? (C)</li> <li>• Identify the major economic activities of your county. (F)</li> <li>• How does entrepreneurship affect the growth of business in Pennsylvania? (C)</li> </ul>
<b>Geography</b> 4. Settlers to a region adapt their lifestyles to fit the environment. 5. Changes in the environment create movement, mobility, and migration in a region	<ul style="list-style-type: none"> <li>• What does it mean to adapt? (F)</li> <li>• What types of climates are there in Pennsylvania? (F)</li> <li>• Why do people need to adapt to their environments?(C)</li> <li>• What is migration?(F)</li> <li>• What is mobility? (F)</li> <li>• What environmental changes influence population in a region? (C)</li> </ul>
<b>History</b> 6. Conflict and cooperation among social groups can lead to change or foster continuity.	<ul style="list-style-type: none"> <li>• Name conflicts in Pennsylvania history. (F)</li> <li>• How have social groups learned to cooperate over time? (C)</li> <li>• Is conflict necessary for change?(P)</li> </ul>
<b>Culture</b> 7. Cultural contributions of individuals and groups cause change in a community and region	<ul style="list-style-type: none"> <li>• What are cultural contributions? (F)</li> <li>• What are the major ethnic groups in Pennsylvania today? (F)</li> <li>• How have various cultural contributions impacted our state over time? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Getting to Know Our State and Region

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

**NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Teachers should introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

**WHAT:**

Investigate change and continuity in our state and region.

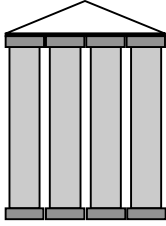
**WHY:**

Understand that settlers to a region adapt their lifestyle to fit the environment.

**ENGAGING SCENARIO:**

You are a board game creator for a well-known toy company, Milton Bradley. The toy company has decided to produce a line of educational games for each of the 50 states. You have been assigned the state of Pennsylvania. Your task is to create a board game in which each player is a new settler to the state. Like real life, your "settlers" must encounter several geographical and physical obstacles or hardships in their trek throughout the state. Your goal is to teach the players that settlers had to adapt and change to survive their new environment.

**PROCEDURE:**

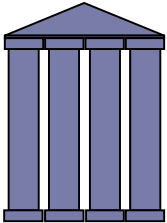


**SOCIAL STUDIES FRAMEWORK**

**Unit Title:** Getting to Know Our State and Region  
**Conceptual Lens:** Change and Continuity  
**Length of Unit:** 9 Weeks

<b>Culminating Performance Task Scoring Rubric</b>			
<b>Scoring Criteria</b>	<b>Percent Possible</b>	<b>Self Assessment</b>	<b>Teacher Assessment</b>
<b>CONTENT</b>			
• Information is accurate	60		
• Rules written clearly with explanations	10		
<b>PROCESS</b>			
• Group works well together and all members contribute some quality work.	10		
• Contrasting colors and original graphics to add visual appeal	10		
• Obstacle cards present reasonable adaptations.	10		
<b>TOTALS</b>			

<b>Scoring Key</b>	
A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *American Democracy: Birth of a Nation*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 4)*

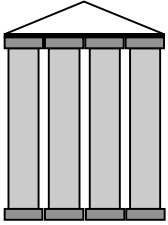
**LENS:** *Cultural Unity and Diversity*

**Unit Title:**  
*American Democracy: Birth of a Nation*

**Conceptual Lens:** *Cultural Unity and Diversity*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>5.1 6K 5.1 6M 5.2 6C 5.2 6D 5.2 6E 5.2 6F 5.2 6G 6.3 6A 6.3 6B 7.2 6A 7.3 6A</p>	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>Principles and ideals of leaders and citizens are reflected in governments.</li> <li>Participation in government and civic life are responsibilities of citizenship.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>Personal, family and community economic decisions are made based on limited resources and unlimited wants.</li> <li>Members of a society are responsible for contributing to the economic welfare of the society.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>Settlement patterns are determined by the physical characteristics of a region.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>Immigrants bring different values, beliefs, and perspectives to a community.</li> <li>Individuals can impact the development of a nation.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>The beliefs, values and ideals of merging cultures contribute to the identity of a nation.</li> <li>The development of a society is marked by significant events and key historical figures</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>Pennsylvania symbols and monuments.</li> <li>Contributions of political and cultural leaders of Pennsylvania.</li> <li>Different cultural groups of Pennsylvania and their contributions</li> <li>Important events in Pennsylvania history</li> <li>Physical characteristics of the Mid-Atlantic region.</li> <li>Consequences of violating rules and laws in Colonial America.</li> <li>Life in the Mid-Atlantic colonial states</li> <li>Important documents that influenced the beliefs and values of Pennsylvania today.</li> </ol>	<ol style="list-style-type: none"> <li>Read and translate historical, topographical and flow maps of Pennsylvania and the surrounding region.</li> <li>Analyze and interpret historical documents.</li> <li>Construct a map of physical characteristics.</li> <li>Utilize timelines in order to understand chronological thinking and distinguish between past, present and future times.</li> <li>Hypothesize about the influences of the past on the present culture.</li> <li>Use visual tools to organize and present information.</li> </ol>



## SOCIAL STUDIES FRAMEWORK

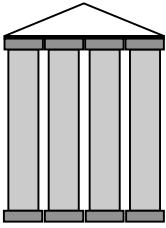
**Unit Title:** American Democracy: Birth of a Nation

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

Essential Understandings (Generalizations)	Guiding Questions F= Factual C = Conceptual P = Philosophical
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>Principles and ideals of leaders and citizens are reflected in their governments.</li> <li>Participation in government and civic life are responsibilities of citizenship.</li> </ol>	<ul style="list-style-type: none"> <li>What were William Penn's ideals for the state of Pennsylvania? (F)</li> <li>How are rules and consequences different today than they were in colonial America? (C)</li> <li>Should leaders and citizens be subject to the same consequences? (P)</li> <li>What were the requirements to vote in colonial America? (F)</li> <li>What makes a good citizen? (C)</li> <li>Are today's voting requirements fair to all citizens? (P)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>Personal, family and community economic decisions are made based on limited resources and unlimited wants.</li> <li>Members of a society contribute to the economic welfare of the society.</li> </ol>	<ul style="list-style-type: none"> <li>What resources became limited in the Middle Atlantic colonies?(F)</li> <li>What is an economic decision? (F)</li> <li>Why do resources become limited? (C)</li> <li>What factors determine economic welfare? (F)</li> <li>What are examples of colonial occupations and trades? (F)</li> <li>What are the possible consequences to a society when some members choose not to contribute to the economic welfare? (C)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>Settlement patterns are determined by the physical characteristics of a region.</li> </ol>	<ul style="list-style-type: none"> <li>What are some physical characteristics of Pennsylvania and its surrounding region? (F)</li> <li>Why was Philadelphia a primary settlement area in the state of Pennsylvania? (F)</li> <li>How did settlement patterns continue to develop in Pennsylvania and its surrounding region? (F)</li> <li>How do the physical characteristics of a region shape settlement patterns? (C)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>Immigrants bring different values, beliefs, and perspectives to a community.</li> <li>Individuals can impact the development of a nation.</li> </ol>	<ul style="list-style-type: none"> <li>What were the beliefs of the Quaker community? (F)</li> <li>How did differing values, beliefs, and perspectives cause conflict in colonial America? (F)</li> <li>Why did colonists immigrate to America? (F)</li> <li>Name some significant individuals in the development of America. (F)</li> <li>What ideals of William Penn are still present in Pennsylvania today? (F)</li> <li>How can one person make an impact on an entire nation? (C)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>The beliefs, values and ideals of merging cultures contribute to the identity of a nation.</li> <li>The development of a society is marked by significant events and key historical figures</li> </ol>	<ul style="list-style-type: none"> <li>What are some examples of beliefs and values? (F)</li> <li>Name different cultures in Colonial America. (F)</li> <li>Why do some beliefs, values, and ideals transfer through time? (C)</li> <li>What were the significant events that contributed to the development of our Nation? (F)</li> <li>Who were key historical figures of Colonial America and what were their significant contributions? (F)</li> <li>What are the qualities of a good leader? (C)</li> </ul>





## SOCIAL STUDIES FRAMEWORK

**Unit Title:** American Democracy: Birth of a Nation

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### NOTE:

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### WHAT:

Investigate beliefs, values and ideals in American Democracy.

#### WHY:

Understand that individuals can impact the development of a nation.

#### ENGAGING SCENARIO:

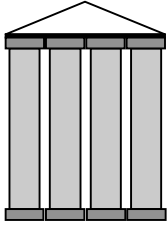
You are a citizen of Colonial Pennsylvania. During this turbulent time in our nation, you will choose from a tri-corner hat the role of Loyalist, Patriot, or Quaker. New immigrants are arriving daily in our port of Philadelphia.

As a dedicated member of your group, you are responsible to persuade new immigrants to embrace your values, beliefs and ideals. Your task is to develop a colorful and engaging brochure, using text and images, that will persuade these new citizens to join your cause.

This brochure must include your group name, clearly stated beliefs, values and ideals, and why they should join your side of the Revolutionary War.

Your goal is to convince newly arrived immigrants that by joining forces with those who share similar belief systems, they will have a lasting impact on the development of this new nation.

#### PROCEDURE:



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** American Democracy: Birth of a Nation

**Conceptual Lens:** Cultural Unity and Diversity

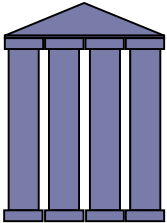
**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
• Brochure is has complete and accurate information.	50		
• Selected content is persuasive	50		
<b>PROCESS</b>			
• Correct grammar and new vocabulary words, used properly			
• Attractive formatting and well-organized information			
• Graphics go well with the text, and number of graphic serves to enhance, not detract from the text.			
<b>TOTALS</b>			

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Getting to Know Our State and Region*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 4)*

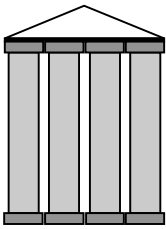
**LENS:** *Interdependence*

**Unit Title:**  
*Getting to Know Our State and Region*

**Conceptual Lens:** *Interdependence*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>6.1 6B 6.2 6A 6.2 6B 6.2 6E 6.3 6C 6.4 6C 6.4 6E 6.4 6F 7.1 6B 7.2 6A 7.3 6D 7.3 6E 8.2 6A 8.2 6C</p>	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. The legislative, executive, and judicial branches of government are responsible for making, enforcing, and interpreting laws of the state.</li> <li>2. Authority is power granted to an individual or group by law, custom, or consent of people being governed.</li> <li>3. The government considers legislation in terms of the common good.</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>4. Local businesses compete to get consumers.</li> <li>5. Wants and needs change over time.</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>6. The physical characteristics of places include climate, landforms, soils, hydrology, vegetation, and animal life.</li> <li>7. States can be located relative to other states. States are located within geographic regions</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>8. Leaders, ideas, and significant events shape the development of states and regions.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>9. States and regions develop an identity based on their history, geography, economics and culture.</li> </ol>	<p><b>Student will know:</b></p> <ol style="list-style-type: none"> <li>1. Structure and organization of state government</li> <li>2. Rights and responsibilities of citizens</li> <li>3. Different cultural groups and their contributions</li> <li>4. Physical characteristics of Pennsylvania and the region</li> <li>5. Relationship of state and region</li> <li>6. Resources and their effect on the economy</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a timeline.</li> <li>2. Explain and analyze historical data.</li> <li>3. Analyze community connections to other places.</li> <li>4. Analyze spatial information from historical events.</li> <li>5. Explain and analyze spatial elements of a map.</li> <li>6. Conduct Internet searches for information.</li> </ol>



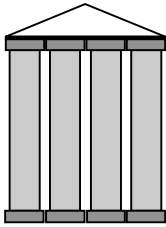
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Getting to Know Our State and Region

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions F = Factual C = Conceptual P= Philosophical</b>
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. In a democracy, different branches of government are responsible for making, enforcing, and interpreting laws.</li> <li>2. Authority is power that is granted to an individual or group by law, custom, or consent of the people being governed.</li> <li>3. The democratic government considers legislation in terms of the common good.</li> </ol>	<ul style="list-style-type: none"> <li>• What are the responsibilities of each branch of U.S. government? (F)</li> <li>• How are laws made? (F)</li> <li>• Is one branch of government more important than another? (P)</li> <li>• How are people chosen for authoritative positions? (F)</li> <li>• Who has the authority to govern Pennsylvania? (F)</li> <li>• Why do we have authority figures? (C)</li> <li>• What is legislation? (F)</li> <li>• What is the common good? (F)</li> <li>• How does legislation reflect the common good? (C)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>4. Local businesses compete for consumers.</li> <li>5. Wants and needs change over time.</li> </ol>	<ul style="list-style-type: none"> <li>• Name several different kinds of industry. (F)</li> <li>• What kinds of industry are found in Pennsylvania? (F)</li> <li>• How does the geography in a region influence the type of industry found there? (C)</li> <li>• What is the difference between a product and a service? (F)</li> <li>• What are some products manufactured and distributed in Pennsylvania? (F)</li> <li>• How does the geography of a region impact the distribution of goods and services? (C)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>6. The physical characteristics of places include climate, landforms, soils, hydrology, vegetation, and animal life.</li> <li>7. States can be located relative to other states. States are located within geographic regions.</li> </ol>	<ul style="list-style-type: none"> <li>• What are the physical characteristics of a region? (F)</li> <li>• What are the landforms of Pennsylvania? (F)</li> <li>• How do the physical characteristics of a region affect the people of the region? (C)</li> <li>• What are the states surrounding Pennsylvania? (F)</li> <li>• How is the geography of Pennsylvania similar to or different from other states in the region? (F)</li> <li>• Is it necessary for a state to be interdependent within its region? (P)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>8. Leaders, ideas, and significant events shape the development of states and regions.</li> </ol>	<ul style="list-style-type: none"> <li>• What leaders shaped the development of Pennsylvania? (F)</li> <li>• What events shaped the development of Pennsylvania? (F)</li> <li>• How do the ideals of the people influence the development of a state? (C)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>9. States and regions develop an identity based on their history, geography, economics and culture.</li> </ol>	<ul style="list-style-type: none"> <li>• How would you describe Pennsylvania as a state? (F)</li> <li>• What is cultural identity? (F)</li> <li>• How does the geography of a state contribute to its identity? (C)</li> <li>• Is there a dominant culture in Pennsylvania? (P)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Getting to Know Our State and Region

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

**NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Teachers should introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

**WHAT:**

Investigate interdependence in our state and region.

**WHY:**

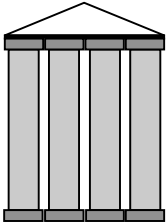
In order to understand that states and regions develop an identity based on their history, geography, economics and culture.

**ENGAGING SCENARIO:**

The governor has commissioned you to compose a new state song or poem that reflects the identity of the state of Pennsylvania. Your song or poem must include details about our rich history, our varied geography, our diverse culture, as well as the numerous goods and services provided by our state.

This product should reflect your pride in being a Pennsylvanian. Complete in any format or musical tune. Each member of your group must participate in the creation of your state song or poem about our state's identity.

**PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Getting to Know Our State and Region

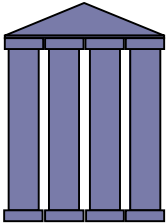
**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Accurate information on Pennsylvania's history, geography, culture, goods and services</li> </ul>	60		
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Presented at an adequate volume and is heard by all audience members</li> </ul>	10		
<ul style="list-style-type: none"> <li>Enthusiasm through facial expression and body language generates strong enthusiasm about the topic in others.</li> </ul>	10		
<ul style="list-style-type: none"> <li>Student is prepared</li> </ul>	10		
<ul style="list-style-type: none"> <li>Stays on topic</li> </ul>	10		
<b>TOTALS</b>			

Scoring Key	
A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Three Worlds Meet:  
Beginnings to 1620*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 5)*

**LENS:** *Similarities and Differences*

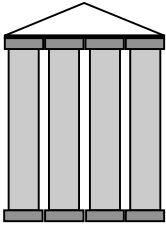


**Unit Title:**  
*Three Worlds Meet: Beginnings to 1620*

**Conceptual Lens:** *Similarities and Differences*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>5.1 6A 5.1 6E 5.2 6A 5.2 6D 5.3 6A 5.3 6B 5.4 6C 6.2 6D 6.3 6B 6.4 6A 7.1 6A 7.2 6A 7.3 6A 7.3 6C 7.3 6D 7.4 6B 8.1 6D 8.2 6A 8.2 5C 8.2 6D 8.3 6A 8.3 6B 8.3 6C 8.3 6D 8.4 6A</p>	<p><b>Government/Civics</b> 1. Civic values of a society determine the organization and practices of government.</p> <p><b>Economics</b> 2. Different economics systems evolved from different cultures.</p> <p><b>Geography</b> 3. Technological advances led to human migration, interactions and cultural exchanges.</p> <p><b>History</b> 4. Political, social, economic and religious factors influence the migration of cultural groups. 5. Subjugation of cultural groups can lead to migration. 6. Migrating groups need to adapt to changing environmental and social conditions</p> <p><b>Culture</b> 7. Cultures have diverse religions, language, customs, life styles, and gender roles. 8. Tolerance plays an important role in a diverse society. 9. Families create interaction patterns and define member roles based on their cultural beliefs and lifestyles. 10. Advances in technology lead to human migration, interactions, and cultural exchange. 11. Beliefs, traditions and values influence cultural attitudes and practices.</p>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. Three different cultures that migrated to America</li> <li>2. Reasons for migrating to the Americas</li> <li>3. Motives for exploration</li> <li>4. Native American beliefs that impacted their lifestyle</li> <li>5. Gender roles in early America</li> <li>6. The location of countries from which early migrants came</li> </ol>	<ol style="list-style-type: none"> <li>1. Locate places and regions (land forms, continents, bodies of water, exploration and migration routes)</li> <li>2. Create a graphic organizer to compare information</li> <li>3. Read and use map keys including distance</li> <li>4. Create persuasive writings</li> </ol>



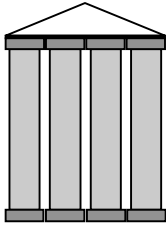
## SOCIAL STUDIES FRAMEWORKS

**Unit Title:** Three Worlds Meet: Beginnings to 1620

**Conceptual Lens:** Similarities and Differences

**Length of Unit:** 9 Weeks

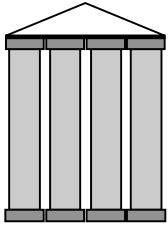
<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions</b> <b>F = Factual</b> <b>C = Conceptual</b> <b>P = Philosophical</b>
<b>Government/Civics</b> 1. Civic values of a society determine the organization and practices of government.	<ul style="list-style-type: none"> <li>• What would happen if there was a breakdown of civic values in a society? (P)</li> <li>• What are civic values? (F)</li> <li>• Why are civic values necessary for the organization and practices of government? (C)</li> </ul>
<b>Economics</b> 2. Different economics systems evolve from different cultures.	<ul style="list-style-type: none"> <li>• How did eastern Native Americans use their natural resources? (F)</li> <li>• Explain how different economic systems evolved from different cultures. (C)</li> </ul>
<b>Geography</b> 3. Technological advances lead to human migration, interactions and cultural exchanges.	<ul style="list-style-type: none"> <li>• What technological advances lead to human migration? (F)</li> <li>• What can we learn from studying the migration patterns of different cultural groups? (C)</li> </ul>
<b>History</b> 4. Political, social, economic and religious factors influence the migration of cultural groups. 5. Subjugation of cultural groups can lead to migration. 6. Migrating groups need to adapt to changing environmental and social conditions.	<ul style="list-style-type: none"> <li>• How do political factors influence the migration of cultural groups? (C)</li> <li>• What were the motives for exploration of the Americas? (F)</li> <li>• What is subjugation? (F)</li> <li>• Why does subjugation lead to migration? (C)</li> <li>• In what ways did the Spanish explorers adapt their newly acquired lands in the Americas? (F)</li> <li>• How do migrating groups adapt to changing environments? (C)</li> </ul>
<b>Culture</b> 7. Cultures have diverse religions, language, customs, life styles, and gender roles. 8. Tolerance plays an important role in a diverse society.	<ul style="list-style-type: none"> <li>• Why are cultures diverse? (C)</li> <li>• How does the Native American view of land ownership differ from the European view? (F)</li> <li>• How can a lack of tolerance inhibit a diverse society? (C)</li> <li>• In what ways did the Europeans show intolerance for the Native Americans? (F)</li> </ul>



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<p><b>Culture</b></p> <p>9. Families create interaction patterns and define member roles based on their cultural beliefs and lifestyles.</p>	<ul style="list-style-type: none"> <li>• What kinds of family organizational patterns were apparent in the indigenous Native American tribes? (F)</li> <li>• What family roles did males and females play in the different tribes?(F)</li> <li>• Why did they assume these prescribed roles? (C)</li> <li>• How did cultural beliefs, lifestyles and environment influence the male and female roles? (C)</li> <li>• How were European family organizational patterns different and similar to the Native American family patterns in the late 16<sup>th</sup> century? (C)</li> <li>• How can you explain the differences? (C)</li> <li>• What roles did males and females play in European society during this time? (F)</li> <li>• Why do cultures view the roles of males and females in differently? (C)</li> <li>• Who or what determines the roles will be in a culture? (C)</li> <li>• How were families organized in West African society during the early years of European contact? How do you account for these features? (C)</li> <li>• What were the general features of family organization in West African society in the late 16th century? (F)</li> <li>• How did gender and work roles differ in West African society? (F)</li> <li>• What characteristics do all families share? (F)</li> <li>• Why do families differ in some ways from culture to culture? (C)</li> <li>• Why did work roles of European and West African families differ at the time of early European contact? (C)</li> <li>• Why do work roles differ in cultures around the world today? (C)</li> <li>• Should women and minorities have equal access to jobs as well as equal pay for the same jobs? (P)</li> </ul>



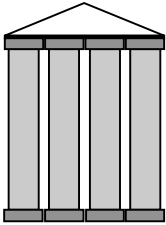
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<p><b>Culture</b></p> <p>10. Beliefs, traditions and values influence cultural attitudes and practices.</p>	<ul style="list-style-type: none"><li>• How did Native Americans view their relationship to the natural environment? How did these beliefs influence their way of life? How did these beliefs affect their views on property ownership? (C)</li><li>• Do Native American tribes today still hold traditional views related to the environment and property ownership? Why or why not? (C)</li><li>• In what ways did Native American tribes use their environment to meet their basic needs? (F) How did they adapt to their environment? (F)</li><li>• How would early American tribes have described an “educated person?” (F)</li><li>• Did European societies hold the same views as Native Americans toward the environment? (F)</li><li>• What was the perspective of Europeans toward private ownership of property? (F)</li><li>• How would Europeans have described an “educated person?” (F)</li><li>• How would we describe an “educated person” today? (C)</li><li>• What role did religion play in European societies to 1620? (F)</li><li>• Why do cultures use their environment in different ways? (F)</li><li>• What happens to the environment when societies overuse the resources? (F)</li><li>• How does religion shape the behavior and attitudes of people in different cultures? (C)</li><li>• Why do some societies place more value on a formal education? (P)</li><li>• Why does the interpretation of an “educated person” differ across cultures and through time? (P)</li></ul>



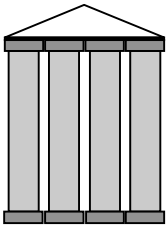
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<b>Essential Understandings (Generalizations)</b>	<b>Guiding Questions</b> F = Factual C = Conceptual P = Philosophical
<p><b>Culture</b></p> <p>11. Advances in technology lead to human migration, interactions, and cultural exchange.</p>	<ul style="list-style-type: none"><li>• Why do people migrate? (F)</li><li>• What reasons did Columbus have for sailing to the Americas? (F)</li><li>• What attitudes did Columbus and other early explorers have toward the indigenous people they encountered? (C)</li><li>• What motives did the English, French and Dutch have for exploring in the early 16th century? (F)</li><li>• What can we learn from studying the migration patterns of different cultural groups? (C)</li><li>• What impact does geography have on settlement patterns? (C)</li><li>• Why is trade an important aspect of economic systems? (C)</li><li>• How did the Native Americans benefit from trade with the European explorers? In what ways was trade detrimental to the Native American societies? (C)</li><li>• How did European explorers gain from trade with the indigenous peoples? (C)</li></ul>



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### Culminating Performance Task Planner

#### NOTE:

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### WHAT:

Investigate three worlds meet.

#### WHY:

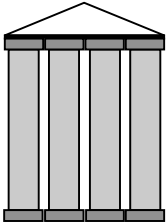
Understand that technological advances lead to human migration, interaction and cultural exchange.

#### ENGAGING SCENARIO:

Demonstrate understanding by assuming the role of a navigator from the Prince Henry School of Navigation in downtown Lisbon, Portugal. You have been hired by a foreign power (e.g. France, England, Holland, Spain). You will:

1. Label a map and chart a course for your journey from Lisbon to a desired location in the new world. Make use of all the up-to-date technological advances that are available for sea travel in 1620.
2. Help establish a settlement there and communicate with the indigenous culture for an exchange of goods and ideas.
3. Return to your employer (monarch) and persuade him to continue support of the settlement. You will present at court. Be prepared to present information about the interactions and cultural exchanges you had with the indigenous population you encountered.

#### PROCEDURE:



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### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Articulate, persuasive presentation persuading people to come to your colony.</li> </ul>			
<ul style="list-style-type: none"> <li>Include at least two pieces of evidence of interactions with the indigenous people.</li> </ul>			
<ul style="list-style-type: none"> <li>Includes at least two pieces of evidence of cultural exchanges with the indigenous people</li> </ul>			
<ul style="list-style-type: none"> <li>Display a well-marked map and chart that includes:               <ul style="list-style-type: none"> <li>Title, compass rose, key (continents, bodies of water)</li> <li>Route of travel, evidence of two of the technological advances you used on your journey.</li> <li>Minimum size is 24"x36".</li> </ul> </li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Evidence of research on the economics, politics, geography and culture of your colony. The display should reflect the researched information.</li> </ul>			
<b>TOTALS</b>			

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%