The Social Studies Curriculum Map is based on the New York State Social Studies Framework which was adopted by the Board of Regents in 2014. This approach integrates the New York State Common Core Learning Standards for English Language Arts and Literacy. Access the Putnam/Northern Westchester BOCES (PNWBOCES) website at http://www.pnwboces.org/ssela/index.htm.

District username and password for the 2016/2017 school year:

**USERNAME:** Elmont  
**PASSWORD:** EUFSD043

The following six social studies practices are skills and habits of mind that will be developed and fostered through the lesson content. For a more detailed list reference the Scope and Sequence Appendix chart document.

- Gathering, Interpreting, and Using Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economic Systems
- Civic Participation

Please note:

- Unit/Lesson order in the Social Studies Curriculum Map may have been adjusted to better align with the ReadyGEN curriculum and thus the sequence may be different from PNW BOCES website.
- Resources from ReadyGEN are *encouraged* and may have been suggested in the map.
- Each lesson may include multiple class periods of teaching time; pay close attention to the *suggested* number of class periods for each lesson as some lessons or days have been omitted.
- The Social Studies Curriculum Map may reflect a reduced number of lessons and/or class periods compared to the PNW BOCES website.

There are six instructional units that should be completed by the end of the school year:

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>Suggested Time Frame</th>
<th>Unit Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Geography in the Western Hemisphere</td>
<td>September/October</td>
<td>10 class periods</td>
</tr>
<tr>
<td>1</td>
<td>A New World Rising</td>
<td>November/December</td>
<td>9 class periods</td>
</tr>
<tr>
<td>2</td>
<td>European Explorers and Slavery &amp; WebQuest</td>
<td>December/January</td>
<td>14 class periods</td>
</tr>
<tr>
<td>4</td>
<td>Government in the Western Hemisphere</td>
<td>February/March</td>
<td>10 class periods</td>
</tr>
<tr>
<td>5</td>
<td>Economics in the Western Hemisphere</td>
<td>April/May</td>
<td>9 class periods</td>
</tr>
<tr>
<td>6</td>
<td>Cultural Diversity Hands Across the Hemisphere</td>
<td>May/June</td>
<td>7 class periods</td>
</tr>
</tbody>
</table>

Features of the Curriculum Map include:

- Overview of Units and Lessons including essential questions, resources, and assessments
- Blue Hyperlinks have been inserted throughout the map (press Control & click on the link) which will easily connect you to a glossary (an “illustrated” or Spanish glossary are available on the PNW BOCES site) and carefully-selected online resources/documents (free registration on newsela.com is required for some documents)
- WebQuest (to be completed after Units 3, 1, 2)
- SS Harcourt textbook chapter/page recommendations
- Scope and Sequence Appendix chart outlining ELA standards, Social Studies Practices, and Social Studies Key Concepts & Understandings for each lesson
The Western Hemisphere: United States, Canada & Latin America

Unit 3: Geography in the Western Hemisphere

What will students understand as a result of this unit?
- The physical characteristics of the Western Hemisphere are very varied.
- The geographic characteristics of the Western Hemisphere affect where people choose to live, the way people earn a living, and their everyday life.
- Many factors determine borders. What essential question focuses this unit?
- How does geography, climate and natural resources affect the way people live and work?

What Essential Questions focus this unit?
- Does geography determine history?

<table>
<thead>
<tr>
<th>Month(s)</th>
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<th>Key Idea &amp; Conceptual Understanding</th>
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</thead>
</table>
| September/October | • Lesson 1: Review of Physical Geography  
This lesson is a review of physical geographic concepts underlying a study of the Western Hemisphere through the use of video streaming. Students will discuss focus questions and complete an online video quiz. If the district does not have a subscription to Discovery Education Streaming, as an alternative activity, use the SMART Board Review Activity. (1 class period) | • Video Clip  
• Blackline Masters (do not have to complete all in class. Can assign some for HW. Page 6 contains a Physical Geography quiz)  
• Physical Map of U.S.  
• SMART Board Review Activity  
• SS textbook pg. I16-17 | RH. 5-8.7 | 5.4, 5.4a |
|              | • Lesson 2: The Western Hemisphere: What's It All About?  
The Western Hemisphere can be divided into regions. During this lesson, students discover the similarities and differences in the landforms of the Western Hemisphere and apply these to the creation of physical maps. (2 class periods) | • Unlabeled Map  
• SMART Board Activity  
• Physical Characteristics Chart  
• Chart Answer Key  
• Homework  
• Homework Answer Key | RH.5.7, 5.9; SL.5.1 | 5.4, 5.4b |
### The Western Hemisphere: United States, Canada & Latin America

#### Unit 3: Geography in the Western Hemisphere continued...

<table>
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<tr>
<th>Month(s)</th>
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<tbody>
<tr>
<td>September/October</td>
<td><strong>Lesson 3: Climate, Vegetation, and Population Density of North America, the Caribbean, Mesoamerica and South America</strong>&lt;br&gt;Through map analysis students identify the climate, vegetation patterns, and population density of the North America, Caribbean, Mesoamerica, and South America and then apply that knowledge to specific locations. <em>(2 class periods)</em></td>
<td>tropics&lt;br&gt;tundra&lt;br&gt;population density&lt;br&gt;climate&lt;br&gt;vegetation</td>
<td>Background Information for Teachers&lt;br&gt;North America Map&lt;br&gt;Mesoamerica Map&lt;br&gt;South America Map&lt;br&gt;Graphic Organizer&lt;br&gt;Graphic Organizer Answer Key&lt;br&gt;Homework&lt;br&gt;Ticket to leave&lt;br&gt;Population Density Map</td>
<td>RH.5.8.1, 5.8.2; LS 5.6</td>
<td>5.4; 5.4b</td>
</tr>
<tr>
<td>September/October</td>
<td><strong>Lesson 4: Using Climate and Vegetation to Determine Housing in a Geographic Region</strong>&lt;br&gt;Based on the context clues in a text, students determine where in the Western Hemisphere they are located as they respond to scenarios. As a paired activity they will then write and share their scenarios. <em>(2 class periods – can combine day 1 and 2)</em></td>
<td>tundra&lt;br&gt;grassland&lt;br&gt;pampas&lt;br&gt;prairies&lt;br&gt;deserts&lt;br&gt;forests&lt;br&gt;mountains</td>
<td>Photos of Regions&lt;br&gt;Climate Read Aloud&lt;br&gt;Scenarios&lt;br&gt;Scenarios Answer Key&lt;br&gt;SS textbook pg. 38-39</td>
<td>RH.5.8.3, 5.8.7, 5.8.8; SL 5.8.1, WHST 5.8.4; W.5.11</td>
<td>5.4, 5.4b</td>
</tr>
</tbody>
</table>
# Elmont UFSD-5th Grade Social Studies –Curriculum Map

## The Western Hemisphere: United States, Canada & Latin America

### Unit 3: Geography in the Western Hemisphere

<table>
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</thead>
</table>
| September/October | **Lesson 5: Political Maps of the Western Hemisphere**  
After an activity to discover the factors that determine borders, students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states. They will then use their map-reading skills to analyze the maps. (3 class periods) | border  
political map | Political Borders Video (run time is 1hr 40min. Can use clips instead of the entire video to combine days 1 and 2).  
Outline Map of WH  
Outline Map of U.S.  
SS textbook pg. I20-22 | L.5.6; WHST 5.8.8 | 5.4, 5.4c |

### Unit 3: Assessment

#### Performance Tasks, Projects
- Illustrate, draw conclusions from, and compare and contrast physical and political maps
- Complete charts and tables
- Analyze and respond to hypothetical scenarios
- Write a scenario
- Engage in research on varied regions on the Western Hemisphere
- Prepare a data disc
- Construct a 3-D clay model (optional)
- Create a travel brochure

#### Quizzes, Tests, Academic Prompts
- Map test
- Vocabulary test
- Open ended scenarios  
**Culminating Activity – Travel Project**  
**Culminating Activity – Real Estate Brochure**  
(can choose 1 of the 2 activities to complete)
- Assessment
- Student Answer Sheet
- Answer Key

**Note to Teacher:** Lesson 6 has been omitted from this Unit. The assessment will have to be adjusted accordingly.
The Western Hemisphere: United States, Canada & Latin America

Unit 1: A New World Rising

**What will students understand as a result of this unit?**
- Historians may have different theories about events.
- Human beings have developed from hunter and gathers to cultural groups to civilizations.
- Events occur at different times in history.
- Civilizations have certain characteristics but each civilization is unique.

**What Essential Questions focus this unit?**
- What makes people similar yet unique?

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</table>
| November/December | **Lesson 1: Early Peoples of the Americas: Migration Routes and Settlement**
Students examine the hypotheses of how humans got to the Americas and where they settled, and then engage in three case studies of Native American culture groups; one from the United States, one from Canada, and one from the Caribbean. *(4 class periods; can combine day 4 and 5)* | - land bridge
- migration
- environment
- culture
- Paleo-Indians
- Mesoamerica
- hypothesis
- artifact
- Caribbean
- Mesoamerica
- North America
- South America | - “How Did Humans Migrate to the Americas?”
- First Americans – Video Clip
- Arrowhead – Video Clip
- Paleo-Indian Reading
- Variety of Peoples Map
- SS textbook pg. 53-54 | RH. 5-8.7, 5-8.9; SL.5.1; | 5.1, 5.1a, 5.1b |
| | **Lesson 2: Characteristics of a Civilization**
The difference between the concepts culture, complex societies, and civilization will be explored. The characteristics of civilization will be applied to our own country today, and their development in the Western Hemisphere will be introduced. *(2 class periods)* | - culture
- civilization | - Characteristics of Civilization
- Characteristics of Civilization – Ans. Key
- Definitions | | |
## Elmont UFSD-5th Grade Social Studies –Curriculum Map

**The Western Hemisphere: United States, Canada & Latin America**

**Unit 1: A New World Rising continued…**

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| November/December | **Lesson 3: Great Civilizations Emerge in the Americas: Mayas, Incas, and Aztecs**  
Students will identify the common characteristics of a civilization. They will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map and identify when they occurred. Students will also investigate the characteristics of the Mayas, Aztecs, and Incas noting similarities and differences. *(2 class periods)* | • Mesoamerica  
• city-states  
• codex  
• hieroglyphics  
• glyphs  
• terracing  
• chinampas  
• quipu  
• iconography | • Civilization Chart  
• Ducksters - website  
• Essay Directions for Students  
• SS textbook pg. 56-57 | RH.5.8.1, 5.8.2, 5.8.7; WHST 5.8.2 | 5.2, 5.2a, 5.2b, 5.2c |
| November/December | **Lesson 4: Early Civilizations Adapt to Environmental Challenges: The Maya, Aztecs, and Inca**  
Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people. Students will identify a variety of environmental scenarios faced by each empire and discover the corresponding solution implemented by the Aztec, Maya or Inca. Students will then illustrate one of the scenarios. *(1 class period)* | • environment  
• terracing  
• aqueduct  
• gorge  
• pulley system | • Environmental Problem and Solution Cards | RH.5.8.3, 5.8.6; W.5.11 | 5.2, 5.2b |

**Note to Teacher:** Before the lesson, the teacher should reproduce the problem cards and organize them into sets. Each ‘set’ should include a series of problem and solution cards for the Maya, Aztec, and Inca. Teachers may want to reproduce 5-6 sets depending on the size of the class. They have been color coded by font color although teacher may choose to use colored paper to distinguish each civilization. The sheets of problems and solutions will need to be separated and mixed.
### Unit 1: Assessment

#### Performance Tasks, Projects
- Draw conclusions from artifacts, visuals, and text
- Analyze maps
- Create poster based on research on a Western Hemisphere culture group
- Draw information and conclusions from a chart
- Apply information to the creation of a chart
- Write an informational essay comparing two civilizations
- Journal entry

#### Quizzes, Tests, Academic Prompts
- Formulate an opinion support by a reason
- Exit tickets
- Assessment
- Student Answer Sheet
- Teacher Answer Key

**Note to Teacher:** Lesson 5 has been omitted from this unit. The assessment will have to be adjusted accordingly.
<table>
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| December/January | Lesson 1: European Exploration  
Students will do research on one of the significant explorers of the Western Hemisphere and create a page about them for the Sunday Supplement of a newspaper.  
(4 class periods) | • Northwest Passage                                                              | • Newspaper Article Task        | RH. 5-8.9; WHST 5-8.4, 5-8.6, 5-8.8                                              | 5.3, 5.3a                    |

**The Western Hemisphere: United States, Canada & Latin America**

**Unit 2: European Explorers & Slavery**

**What will students understand as a result of this unit?**
- European exploration had many causes and effects
- People with different perspectives see the same event differently
- A turning point has a huge impact on people

**What Essential Questions focus this unit?**
- Do interactions between peoples always lead to positive results?
Elmont UFSD-5th Grade Social Studies – Curriculum Map

**The Western Hemisphere: United States, Canada & Latin America**  
**Unit 2: European Explorers & Slavery continued…**

<table>
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</table>
| **December/January** | • **Lesson 2: Europeans Encounter Native Americans**  
Students will examine how the Native Americans viewed the Europeans, and then look at two case studies involving the interaction of the Native Americans and the Europeans. *(2 class periods)* | • turning point  
• conquistador  
• demographics  
• encomienda  
• indigenous population  
• Ladinos  
• pandemic  
• polytheism | • Journal Entry by Columbus  
• Images and Descriptions of Columbus and the Taino  
• Compare & Contrast Chart for the Aztec  
• *Morning Girl* by M. Dorris | RH.5.8.9;  
RL.5.1, 5.2,  
5.6; WHST  
5.8.6, 5.8.8 | 5.3, 5.3b |
|           | • **Lesson 3: The Columbian (Great) Exchange**  
Students will read texts and examine flow charts to learn about the helpful and harmful items that were exchanged among Europe, Africa, Asia and the New World. This exchange began with Columbus’ 1492 voyage and is known as “The Great Exchange.” Students will complete a Document Based Essay and a comparative essay based on parallel texts to demonstrate that they understand that this exchange significantly affected life on these continents forever. *(2 class periods)* | • conquistadores  
• culture  
• cultural exchange  
• cultural diversity  
• ethnic group  
• immune  
• Mestizos  
• New World | • Columbian Exchange Diagram  
• Columbian Exchange - Reading  
• Pets Turn Pests – Reading *(NEWSELA)*  
• DBQ | RH.5.8.1-8.4,  
5.8.6, 5.8.7;  
WHST.5.8.1;  
SL.5.1 | 5.3, 5.3c |
### December/January

- **Lesson 4: Sugar and the African Slave Trade**
  The multiple connections between sugar and the need for labor will be explored in this lesson. Maps will be analyzed. The resulting slave trade will be looked at as an economic system, and the question raised is slavery still present in the world today? Students will read and analyze a newspaper article, and create original posters on the topic. (2 class periods) *can omit day 3*

- **WebQuest**
  **Essential Question:** How have people of early civilizations learned to sustain a successful society based on agriculture? WebQuest documents can be found in the Share Drive. To be completed after Units 1-3. (4 class periods)

### Unit 2: Assessment

#### Performance Tasks, Projects
- Create a newspaper article
- Analyze maps
- Compare fictional and non-fiction accounts of the same event
- Draw information and conclusions from a chart
- Create a trading card with before and after
- Produce a poster card to inform others about a subject
- Read two different articles and then compare and contrast them

#### Quizzes, Tests, Academic Prompts
- Formulate an opinion support by a reason
- Exit tickets
- Assessment
- Student Answer Sheet
- Teacher Answer Key
## The Western Hemisphere: United States, Canada & Latin America
### Unit 4: Government in Western Hemisphere

<table>
<thead>
<tr>
<th>What will students understand as a result of this unit?</th>
<th>What Essential Questions focus this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Governmental structures vary from place to place, as do the functions of government, in the countries of the Western Hemisphere.</td>
<td>• Does government impact the lives of all people the same way?</td>
</tr>
</tbody>
</table>

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<th>Key Idea &amp; Conceptual Understanding</th>
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</table>
| February/March | **Lesson 2: The Founding Documents of Constitutional Democracy**  
Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights' key values, beliefs, and principles of constitutional democracy. (3 class periods) | • constitutional democracy  
• parliamentary | • British North America Act  
• Canadian Bill of Rights  
• Declaration of Independence  
• U.S. Constitution  
• U.S. Bill of Rights  
• Original Documents  
• Graphic Organizer - Web  
• SS textbook pg. 252-255 | RH. 5-8.1, 8.2, 8.8; SL.5.8.4; WHST.5-8.4 | 5.6, 5.6b |
| | **Lesson 3: Government in the Western Hemisphere Today**  
Using informational text and videos, students will learn about the basic functions/structures of government today. The students will act as government officials to analyze how a bill is passed in each governmental system. (3 class periods– Omit Day 4) | • democracy  
• parliamentary  
• dictatorship  
• federal | • How Does Gov't Work – Chart  
• How Does Gov't Work – Ans. Key  
• Rules for American Gov't - Video  
• U.S. Gov't – Flow Chart  
• Canadian Gov't – Video  
• Canadian Parliament – Flow Chart  
• Venn Diagram  
• Impact of Fidel Castro - Reading  
• Communist Gov't – Flow Chart | RH.5.8.2, 8.4, 8.7; SL.5.8.1, 8.2; WHST.5.8.1; LS.5.2, 5.6 | 5.6, 5.6a |

Consult Note to the Teacher for Day 3  
"Fidel Castro." [History Channel](https://www.history.com).
# Elmont UFSD-5th Grade Social Studies –Curriculum Map

## Unit 4: Government in the Western Hemisphere continued...

<table>
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<tr>
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</table>
| February/March | Lesson 5: "Victory Is Your Duty"  
The government in Cuba exercises enormous pressure on its young men to excel in Olympic boxing. Students will view excerpts from the PBS Wide Angle video "Victory Is Your Duty" and compare the culture of sports in Cuba and the United States. (1 class period) | sovereignty  
territory  
province | Cuba’s Boxing Secrets - Reading  
Victory is Your Duty - Video | RH.5.8.2, 5.8.9; LS 5.5; SL.5.8.2, 5.8.4 | 5.6, 5.6a |
| | Lesson 6: Gaining Sovereignty: The Inuit  
After learning about the Inuit people, the students will understand the reasons the Inuit people of Nunavut wanted their sovereignty; a country with independent authority and the right to govern itself. In small groups students do research, complete a graphic organizer, and infer the importance of Nunavut as a turning point for the Inuit people and possibly for the nation of Canada. Students evaluate and predict whether or not the creation of Nunavut will have an influence on other indigenous groups in North America. They create a project (flipbook, poster, etc.) that highlights the daily life of the Inuit people in the past and present, and predict what daily life will be like in the future. (4 class periods – omit Day 4) | | | |

## Unit 4: Assessment

### Performance Tasks, Projects
- Analysis and role play of human rights scenarios
- Completion of graphic organizers
- Research for “You Be the Investigator” web based activity

### Quizzes, Tests, Academic Prompts
- Exit Tickets
- Persuasive essay
- Role play
- Culminating Activity – What is Gov’t Anyway?
- Assessment
- Student Answer Sheet
- Answer Key

**Note to Teacher:** Lessons 1, 4, and 7 have been omitted from this unit. The assessment will have to be adjusted accordingly.
### What will students understand as a result of this unit?
- The concept of wants and needs
- What is meant by an economic system
- The 3 basic economic questions:
  - What goods and services shall be produced and in what quantities?
  - How shall these goods and services be produced?
  - For whom shall these goods and services be produced?
- How Western Hemisphere nations with different economic systems answered the three basic economic questions in the past and in the present.

### What Essential Questions focus this unit?
- Do all people of the Western Hemisphere share the same needs and wants?
- Can different economic systems meet the needs and wants of different people?

<table>
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<tr>
<th>April/May</th>
<th>PNW BOCES Lessons</th>
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<td>Mont h(s)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson 1: Wants and Needs of People Living in the Western Hemisphere</td>
<td>economics</td>
<td><strong>PowerPoint Presentation:</strong> &quot;Wants and Needs in the Andes&quot;&lt;br&gt;<strong>Collecting Firewood – Reading</strong>&lt;br&gt;<strong>My Distinguished Chickens – Reading</strong>&lt;br&gt;<strong>Lonely Mountains – Reading</strong>&lt;br&gt;<strong>Graphic Organizer</strong>&lt;br&gt;<strong>Graphic Organizer Ans. Key</strong>&lt;br&gt;<strong>Teacher Information about Economics</strong></td>
<td>RL.5.1, 5.2, 5.6, 5.11, RH.58.6, 8.8; SL.5.8.1</td>
<td>5.7, 5.7b</td>
</tr>
<tr>
<td></td>
<td>Lesson 2: Introduction to Economic Systems: Traditional, Command, and Market</td>
<td>scarcity</td>
<td><strong>Plains Indians – Case Study</strong>&lt;br&gt;<strong>Definitions</strong>&lt;br&gt;<strong>Worksheet</strong>&lt;br&gt;<strong>Scenarios</strong></td>
<td>RH.5-8.7; L.5.4, WS.5.11</td>
<td>5.7, 5.7a</td>
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# Elmont UFSD-5th Grade Social Studies –Curriculum Map

## Unit 5: Economics in the Western Hemisphere continued...

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<tr>
<td>April/May</td>
<td>• Lesson 4: Look…You’re Wearing and Eating Geography! This lesson explores the concept of interdependence by discovering the origins of many of the goods students wear and eat. What is learned in class is transferred to home as students complete a product inventory chart. (2 class periods)</td>
<td>• embargo</td>
<td>• Chocolate Chip Banana Bread recipe&lt;br&gt;• T-Shirt icons&lt;br&gt;• The Story of Chocolate - Reading&lt;br&gt;• Resource Cards&lt;br&gt;• Product Inventory Cards (HW)</td>
<td>RH.5.8.7; L.5.6</td>
<td>5.7, 5.7b</td>
</tr>
<tr>
<td></td>
<td>• Lesson 6: To Trade or Not to Trade…That is the Question! Importing and exporting goods and services have both positive and negative impacts on a country. Students will look at the total of imports and exports in the United States; analyze a case study of Samsung cell phones, and finally look at the impact of a trade embargo. (2 class periods – Optional Lesson)</td>
<td>• specialization&lt;br&gt;• export&lt;br&gt;• import&lt;br&gt;• interdependence&lt;br&gt;• trade</td>
<td>• Company Country Connection&lt;br&gt;• U.S. Imports and Exports&lt;br&gt;• Background on Samsung - Reading&lt;br&gt;• CRQ Timeline&lt;br&gt;• A Year Without – Activity&lt;br&gt;• A Kink in the Chain - Activity&lt;br&gt;• Vocabulary Quiz&lt;br&gt;• Quiz Answer Key</td>
<td>RH.5.8.2; L.5.4; SL.5-8.1, 8.2; WHST 5-8.4</td>
<td>5.7, 5.7b</td>
</tr>
</tbody>
</table>
## Unit 5: Economics in the Western Hemisphere continued...

<table>
<thead>
<tr>
<th>Month(s)</th>
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<th>Key Idea &amp; Conceptual Understanding</th>
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</table>
| April/May | • **Lesson 7: NAFTA or Not? (North American Free Trade Agreement)** In this lesson students gain an understanding of NAFTA and its components through readings and discussions. Students develop graphic organizers leading towards the development of a persuasive essay supporting whether he/she is for or against NAFTA. By the end of this lesson, the students have valid arguments for the question “Does Interdependence benefit everyone?” *(3 class periods)*  
  
  * See background information for teachers on NAFTA in day 1 | • export  
  • goods  
  • import  
  • manufacturing  
  • self-sufficient  
  • services  
  • tariff | • **Money Makes the World Go Round - Reading**  
  • **NAFTA Effects – Graphic Organizer**  
  • **NAFTA Pros & Cons – Graphic Organizer**  
  • **My Workspace Place – Essay**  
  • **Essay Rubric** | RH.5.6; WHST 5.8.1, 8.6 | 5.7; 5.7b |

## Unit 5: Assessment

<table>
<thead>
<tr>
<th>Performance Tasks, Projects</th>
<th>Quizzes, Tests, Academic Prompts</th>
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</table>
| • Create a collage based on wants and needs  
  • Complete a wants & needs graphic organizer based on short stories  
  • Analyze a case study of the Plains Indians  
  • Complete various graphic organizers comparing economic systems  
  • Take a position on economic systems and write a short essay.  
  • Analyze pictures and draw conclusions about natural resources and scarcity  
  • Create a “virtual cake” to analyze resources  
  • Write a journal entry based on an experience  
  • Analyze scenarios about various economic systems in the Western hemisphere  
  • Write an individual scenario about the market economy of the United States  
  • Conduct research | • Respond to scenarios that depict different economic systems.  
  • Vocabulary Quiz  
  • **Assessment**  
  • **Student Answer Sheet**  
  • **Answer Key** |

**Note to Teacher:** Lessons 3 and 5 (and possibly Lesson 6) have been omitted from this Unit. The assessment will have to be adjusted accordingly.
## The Western Hemisphere: United States, Canada & Latin America

### Unit 6: Cultural Diversity – Hands Across the Hemisphere

#### What will students understand as a result of this unit?
- Different ethnic national and religious groups, including native peoples, have contributed to the cultural diversity of nations and regions in the Western Hemisphere by sharing their customs, traditions, beliefs, ideas and languages.
- The migration of groups of people in the Western Hemisphere has led to cultural diffusion as well as regional issues.

#### What Essential Questions focus this unit?
- Do cultural interactions benefit the lives of people?

### PNW BOCES Lessons

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| May/June | Lesson 1: Who's Who? Cultural Diversity  
This lesson will reintroduce students to the concept of culture. Through a study of the various languages of the Western Hemisphere, students will be able to conclude that culture in the Western Hemisphere is diverse and influenced by many factors. (1 class period) | culture  
cultural diversity | Culture: Language Map 1  
Culture: Language Map 2 | RH.5-8.7 | 5.5; 5.5a |
| May/June | Lesson 2: Introduction to the Cultural Garden  
Students will examine photos and text to help them compare and contrast some of the diverse customs, traditions, ideas and languages found in the Western Hemisphere. (4 class periods – can combine days 3 & 4) | beret  
country  
cuisine  
culture  
diversity  
empanada  
empathy  
hemisphere  
independence  
Inuit  
Western Hemisphere | Sports – Reading  
Sports – Graphic Organizer  
Food – Reading  
Food - Graphic Organizer  
Curling Video  
Journal of….. (contains links)  
Mexican Independence Day  
U.S. Independence Day  
Canada Day  
Argentina Independence Day  
U.S. National Anthem  
Canadian National Anthem  
Mexican National Anthem  
National Anthem of Argentina  
Argentina’s Independence Day - Photos | RH.5-8.1, 5-8.2; SL.5.4; L.5.6; WHST.5-8.4 | 5.5, 5.5a |
### Unit 6: Cultural Diversity – Hands Across the Hemisphere continued...

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</table>
| May/June | **Lesson 5: Immigration in the Western Hemisphere**  
Students will investigate the current issue of immigration faced today in the Western Hemisphere. *(3 class periods)*  
*Can omit task 3 from day 3.* | • immigrant  
• migrant  
• emigrate  
• refugee | • Wordle  
• WH Immigration Today  
• Most Mexicans See Better Life…(reading)  
• Impact of Immigration - Reading  
• Is a Migrant Really a Refugee? (NEWSELA - includes online quiz) | RH.5.8.1, 8.2, 8.5, 8.6, 8.8; SL 5.8.4 | 5.5; 5.5b |

### Unit 6: Assessment

#### Performance Tasks, Projects
- Creation of a concept map
- Inspiration presentation
- Read various literature and reflect on cultural diversity
- Design a mural
- DBQ
- Web-based activities
- Read and analyze current event articles related to the Western Hemisphere; particularly about border refugee issues

#### Quizzes, Tests, Academic Prompts
- DBQ