Social Studies/ELA Unit Map

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| **Title of Unit** | America’s First Flea Market |
| **Grade Level** | 5th Grade |
| **Suggested Timeline** | 4 to 6 weeks, beginning of the year |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students will be able to research, report, and analyze multiple informational texts on major pre-Columbian settlements. |
| **Targeted ELA/ Literacy CCSS** | **Reading: Informational Text**  5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  **Speaking and Listening**  5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  5.1b Follow agreed-upon rules for discussions and carry out assigned roles.  5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **Social Studies**  5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the wood­land peoples east of the Mississippi River.  1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.  2. Describe their varied customs and folklore traditions.  3. Explain their varied economies and systems of government. |
| **Targeted ELD Standards** | **Grade 5 Part I**  A.1 Exchanging Information/Ideas (Expanding Level)  A.3 Offering opinions (Expanding Level)  A.4 Adapting language choices (Expanding Level)  B.5 Listening Actively (Expanding Level)  B.6 Reading/viewing closely (Expanding Level)  B.7 Evaluating language choices (Expanding Level)  C.9 Presenting (Expanding Level)  C.11a Supporting Opinions (Expanding Level)  **Grade 5 Part II**  A.1 Understanding Text Structure (Expanding Level)  A.2b Understanding Cohesion (Expanding Level)  B.5 Modifying to add details (Expanding Level)  C.6 Connecting Ideas (Expanding Level) |
| **Big Ideas** | * major settlements pre-Columbus * trade |
| **Essential Questions** | * How does trade still occur today? * Where are the Native Americans now? * What causes society to change over time? * How does geography and climate influence settlements? |
| **Content** | * trade * settlements * barter * influence * problem * main ideas * supporting ideas * reasoning * introductory statement * closing statement * persuasion * experiences and events |
| **Skills** | * Research different tribes in small groups * Present tribe information to whole group on “Tribal Day” * Analyze and create problems for other tribes for flea market to include: climate, geography, religious * Solve problems in “America’s First Flea Market” * Analyze pre-columbian trade with European settlements through “Oregon Trail” activity * Compare pre-columbian trade to today trade through NYSE |
| **Vocabulary**  **(Academic and Content)** | * barter * settlement * trade * value * culture * legends * economy * subsist * agriculture * customs * folklore * traditions * geography * climate * accurately * knowledgeably |
| **Activities** | Curriki Link |
| **Formative Assessments** | Curriki Link |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_T\_\_ Communication  \_\_T\_\_ Collaboration  \_\_E\_\_ Creativity  \_\_E\_\_ Critical Thinking  \_\_T\_\_ Research  \_\_E\_\_ Technology  \_\_E\_\_ Multimedia |
| **Reflection on Learning** | \_\_X\_\_ Self-Assessment  \_\_X\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | \*Social Studies consumables  \*Oregon Trail website  \*Video on fleas, flea market  \*NYSE  \*New York Times  \*Google docs  \*http://www.american-tribes.com/index.htm  \*Wikipedia  \*Scott Foresman: http://www.sfsocialstudies.com/index2.html  \*http://eslibrary.berkeley.edu/NASsites  \*www.Discoveryeducation.com   * Native Americans: People of the Forest * Native Americans: People of the Plains * Native Americans: People of the Desert |
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