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| Grade 3, Unit 1 | Investigating History Logo |

# Native Peoples in the Northeast

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| **Unit Throughlines** | **Learning Progression** |
| **How have Native people lived in the Northeast, past and present?****Key Practice Standards****PS 2.** Demonstrate civic knowledge, skills, and dispositions**PS 3.** Organize information from multiple primary and secondary sources**PS 4.** Make and support claims**Key Literacy Standards****RI 3.** Describe the relationship between a series of historical events**RI 7.** Use information gained from illustrations to demonstrate understanding of the text**W 4.** Prouce focused writing appropriate for task, purpose, and audience**W 6.** Conduct short research projects that build knowledge about a topic**W 7.** Take brief notes on sources and sort evidence into provided categories**SL 1.** Engage effectively in a range of collaborative discussions |  **Maps of the Northeast** | 6 Lessons How can maps provide clues about land and people in the Northeast? 1. Students will analyze two maps of tribal lands in the Northeast and ask questions about what they observe.
2. Students will be able to identify the purpose of a map by analyzing map features.
3. Students will be able to identify physical features on a map of the Northeast by analyzing key details.
4. Students will be able create a map of the New England states using a variety of primary sources.
5. Students will be able to show their knowledge of land and people in Massachusetts by organizing information from multiple sources.
6. Students will be able to determine the purpose of their new map by summarizing information from multiple sources.

**Native Peoples and the Land** | 6 Lessons What is the relationship between Native peoples and the land?1. Students will be able to connect with the land by making close observations.
2. Students will be able to show gratitude for nature by analyzing a video.
3. Students will be able to describe how Mahicans met their needs for shelter by organizing information from a video.
4. Students will be able to compare and contrast how Mahicans and Wampanoags met their needs for shelter.
5. Students will be able to describe the concept of interdependence by analyzing multiple sources.
6. Students will be able to explain how gratitude could help people care for the Earth today.

**Post-Harappan Developments in South Asia** | 10 Lessons What are the origins and essential beliefs of the religious traditions that developed in ancient South Asia?1. Gather evidence from an informational text in order to describe the influence of the Indo-Aryans on the religious traditions of ancient South Asia.
2. Analyze primary and secondary sources in order to identify and explain the concept of God in Hinduism.
3. Apply information gathered from informational texts, Vedic passages and images to question prompts in order to explain the Hindu beliefs in dharma, karma, samsara and moksha.
4. Use the Hindu concepts of Brahman, dharma, karma, samsara and moksha to argue why Arjuna decides to fight in the Bhagavad Gita.
5. Explain how inequality is being addressed in South Asia by using examples from the work of Bishnu Maya Pariyar to end the caste discrimination in Nepal.
6. Describe similarities and differences between Hinduism and Buddhism using information gathered from a video, informational texts and a Venn diagram.
7. Use information gathered from a slideshow, quotes and a video to explain key concepts of Buddhism including the Middle Way, meditation, and meaning of Brahmin.
8. Make conclusions about the appeal and practice of Buddhism in ancient South Asia using informational texts, quotes and videos.
9. Analyze informational texts and a primary source in order to explain how the relationship between the monks and nuns and the householders organized the Buddhist community.
10. Analyze a primary source in order to explain how the relationship between the religious community (monks and nuns) and the householders organized the Buddhist community.

**Summative Assessment** | 1-2 Days This summative assessment pulls together the content and concepts developed throughout the unit; the geographic location of tribes, their relationship with the land, and the continued importance of Native culture and traditions. Students will use information from throughout the unit and a video in order to demonstrate their understanding of Native people of the Northeast, past and present.In an optional extension, after a review of a sample land acknowledgment, students show what they have learned about Native peoples and places in the Northeast by answering prompts. Their answers are then used to provide content within a land acknowledgment template. In collaboration with school administration, teachers can use these documents as they wish to create a class or school land acknowledgment. |