

**Understanding By Design – Backwards Design Process**  
(Developed by Grant Wiggins and Jay McTighe, 2002)

**Stage 1 – Desired Results**

**Content Standard(s): Unit 2: Native American: Regional differences**

**5.1.1** Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

**Examples:** The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)

**5.1.3** Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

**Examples:** Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

**5.3.11** Describe adaptation and how Native American Indians adapted to variations in the physical environment.

**Examples:** Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts

**Understanding (s)/goals**

- Students will learn about the different Native American groups that lived in the Americas. This unit compares how the Native Americans adapted to each region using natural resources for food, tools, clothing and housing, and the development of their religion.
- Students will be able to compare and contrast the Native American regions.

**Essential Question(s):**

- SWBAT describe the shelter, food, clothing, religion and climate of the **First Americans**.
- SWBAT describe the shelter, food, clothing, religion and climate of the **Olmec Civilization**.
- SWBAT describe the shelter, food, clothing, religion and climate of the **Maya, Aztec, and Inca Civilizations**.
- SWBAT describe the shelter, food, clothing, religion and climate of the **Anasazi and Mound Builders Civilizations**.
- SWBAT describe the shelter, food, clothing, religion and climate of the **Plains Native Americans**.
- SWBAT describe the shelter, food, clothing, religion and climate of the **Eastern Woodlands Native Americans**.

	<ul style="list-style-type: none"> <li>• SWBAT <u>describe</u> the shelter, food, clothing, religion and climate of the <b>Southwest Native Americans</b>.</li> <li>• SWBAT <u>describe</u> the shelter, food, clothing, religion and climate of the <b>Northwest, Arctic, and Inuit Native Americans</b>.</li> <li>• SWBAT <u>compare</u> and contrast the Native American groups based on shelter, food, clothing, religion, and climate.</li> </ul>
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**Student objectives (outcomes):**

Students will be able to:

- **Construct** an outline using the Native American Groups.
- **Summarize** a day in a life of a Native American Group.
- **Write** a postcard from the standpoint of visiting a Native American Group.
- **Construct** a diorama that depicts a daily life scene from one of the Native American Groups.
- **Compare and Contrast** the Native American Groups based on shelter, food, clothing, religion, and climate by completing a graphic organizer chart of all the groups.
- **Illustrate** how Native American Indians adapted to variations in the physical environment.

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

- **Using the given map and images**, identify each Native American group and locate them on a map. Choose two groups to compare and contrast.
- **Construct** a Native American Village.
- **Research Paper** on a Native American Group.
- **Cross-Curriculum Project with the Art Teacher.**
- **Traditional Teacher Test on each Native American Group.**

**Other Evidence:**

- Exit Cards
- Quizzes
- Chalk Talk: Activating Prior Knowledge
- Written Summaries
- 3-2-1 Exit Cards
- Dress up as a Native American

**Stage 3 – Learning Plan**

**Learning Activities:**

- **The students will be making an outline during the unit.**
- **The students will be using maps during the unit.**
- **The students will be watching videos and taking notes during the unit.**
- **The students will be writing a research paper for social studies and language arts.**
- **The students will be creating a time line.**
- **The students will be doing a Native American Novel Study.**