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| **Grade:** 4th **Unit:** 2 **Time Frame:** late December-January  **Essential Question:** What makes a complex society? | |
| **Focus Questions:** (What is my child thinking about?) | |
| • How did the environment and natural resources influence the development of Native American cultures in New York?  • How were roles, responsibilities, and power defined in Native American cultures?  • How did Native American cultures in New York organize their families and communities?  • How were roles, responsibilities, and power defined in Native American government?  • How did Native American cultures influence and contribute to the development of New York and the United States?  • How have the Haudenosaunee contributed to our lives today? | |
| **Student Outcomes:** (What can my child do after this unit is over?) | |
| • Evaluate why geography mattered in where Native Americans decided to settle  • Investigate how Native Americans adapted to and modified their environment  • Define and understand what a complex society is  • Determine how Native Americans relied on natural resources and the environment for survival  • Examine the gender roles and everyday lives of men, women, and children in Native American societies  • Explain how the cultural contributions of Native American cultures influence New York State today  • Analyze and synthesize a variety of nonfiction text and primary sources about the cultural structures/elements of Native Americans in New York State to prove their society is complex | |
| **Performance Tasks:** (End-of-Unit tasks) | **Formative Assessment:** |
| * Create a poster showing different elements of the Native Americans’ complex society   =OR=   * Write a historical fiction diary entry for a man, woman, boy or girl living in a Native American society * Take an exam to assess their content knowledge of Native Americans’ society | * Answers to multiple-choice questions about Social Studies content information that were examined during that period * Use of notebook to write down information about what they are learning about |
| **Extension Activities** | |
| • Research: How was the Lenape society similar or different to the Haudenosaunee society?  • Informational Writing: What made the Haudenosaunee society complex?  • Opinion Writing: What was the Haudenosaunee’s greatest contribution to American life?  • Map Making: Create a map to show where the Haudenosaunee lived in relation to current cities in NYS  • Book Making: Create an informational book about the Haudenosaunee.  • Model Building: Create a 3-dimensional model of a longhouse | |