

## **An Overview of the Unit**

Traditionally, the impact of the early settlers to New England has been taught by focusing on the events surrounding Thanksgiving. It usually incorporated food and cordial relations between the Pilgrims and Native Americans. Based on evidence gleaned by actual documentation of that period, we know that these views are inconsistent with historical fact. By expanding the timeline, children are given the opportunity to learn about the natural environment and its formation, and then be introduced to the arrival of people. Hopefully, this will facilitate a better understanding of the immigration of the Pilgrims to the 'New World' and its impact on the existing Native American cultures and the environment. This in-depth unit also enables children to construct a more historically accurate view of the events of the sixteen hundreds. Concepts of government, economics, religious freedom, community, and cultural diversity will be used by children to build connections between experiences of both the Pilgrims and the Native Americans (*Social studies strands, 1994*).

Initial activities will include listening to read alouds, reading and responding to literature, beginning a KWL chart (*Moger, 1995*), and sharing prior knowledge. The students will begin by creating a discovery center/museum while learning about the impact of the environment on human survival. Students will have opportunities to understand the necessity of cooperation (*McGuire, 1997*). Many of the activities are designed to help students evaluate the learning process as well as their own strengths and weaknesses.

### **Enduring Understandings**

- People can work and share resources to achieve common goals.
- America consists of many cultures which change over time.
- The earth's limited resources are important for human survival.
- People immigrate to America for many reasons.

### **Essential Questions**

- What are some of the common characteristics of different cultures (past and present)?
- How do cultures change to accommodate different ideas and beliefs?
- What implications do the change in land forms and/or the environment have on people?
- How can the perspective we have about life experiences (ours and others) be viewed as part of the larger human story across time?

## **Key Knowledge and Skills**

- Students will interpret primary data to construct historically accurate views.
- Students will demonstrate knowledge of Wampanoag and Pilgrim life styles.
- Students will identify different cultures that are part of American society.
- Students will compare and contrast the influences of cultures that contribute to American culture.
- Students will identify reasons why people immigrate.
- Students will work cooperatively to complete classroom assignments.
- Students will listen, read and respond to literature selections using various language arts skills.
- Students will use critical thinking skills to problem solve.
- Students will reflect upon their own learning and the learning process.
- Students will demonstrate cultural awareness through a variety of art activities
- Students will expand their historical and cultural awareness through experiences in outdoor education.

## **Performance Tasks**

### Desired Understandings:

- The student will demonstrate an understanding of how people interact with their physical environment and social conditions.
- The student will analyze how family, groups, and community influence the individual.
- The student will compare examples of how people in different times and places view their world.
- The student will participate in organizing, making decisions, and taking action in group settings (organize, plan, decision-making while creating their paper dolls and flowers).
- The student will organize ideas in new ways (Organize their ideas from the class discussions and literature in order to create unique characters).
- As the unit unfolds, the teacher may decide where necessary adjustments are needed to improve the unit by adding more support and information for the students.

## **Quizzes, Prompts, and Work Samples**

- webbing activity to identify different cultures.
- graphic organizer from story events
- student definition page created to supplement literature
- photograph analysis activity used with pictures of Wampanoag families
- compare / contrast charts used with discussions of Native American and Pilgrim families
- also used in comparing and contrasting them to present day families

- pack your trunk activity to decide what to take on the voyage to America
- journal entries written throughout the development of the unit
- creative writing samples
- art work displayed in classroom and added to student portfolios

### **Unprompted Evidences**

- anecdotal records taken by the teacher through out the unit development
- observation during read alouds, literature groups, and cooperative group activities
- cooperative group skills observed

### **Student Self Assessment**

- reflection paper written as part of wrap up activities
- journal entries and/or written responses will occur throughout the unit development
- creative writing
- expressive arts activities