

Course Description:

Social Studies 3 (2 of 2) explores how to use sources to learn about the First Peoples to construct a narrative of American Indian Nations. Explorations include topics of the Pueblo people, influential people and groups from some states. Activities include making an argument about the past based on reasoning, examples, and details from sources, as well as constructing a narrative of explorers and settlers in the Southwest United States to describe expansion into the West.

Course Objectives:

- Look at how people lived in the past and how they live now.
- Give reasons and examples when you talk about things.
- Put events in order to compare things that happened at the same time.
- Talk about how people moved in and out of your state over time.
- Tell the difference between things from the past and things written about the past.
- Think about how what you have to do and what you can do changes in your town and country.
- Guess why things happen and what might happen because of them.
- Say why different groups and people don't see things the same way.
- Ask about groups and people who did important things in the past.
- Find and talk about old papers, things, and places that are really important to the United States.
- Talk about how different groups working together or not working together changed the United States: people moving in, wars, different cultures, and races.
- Look at maps to see and learn about people, land, and the way they live in your state.
- Use things from the past and things written now to study how your state has changed, maybe using news.
- Use many kinds of sources to write a story about groups that lived in your state and how they affected art, digging for things, farming, building, new ideas, and how they talk.
- Use technology tools to find information from many sources.

Required Materials:

Students will need:

Required:

- notebook paper
- pencils
- printables (see Course Syllabus for link)
- printer and printer paper (for printables)

Optional

- research materials

Course Overview:

Unit 1: Use Sources to Learn About First Peoples

- **Lesson 1: Explain Primary Sources**

- Activity 1: Direct Instruction: Identify Primary Sources
- Activity 2: Direct Instruction: Explain How Primary Sources Show Change
- Activity 3: Guided Practice: Explain How Primary Sources Can Show Us How Life Has Changed
- Activity 4: Checkpoint: Explain Primary Sources
- **Lesson 2: Explain Secondary Sources**
 - Activity 1: Direct Instruction: Distinguish between Primary and Secondary Sources
 - Activity 2: Direct Instruction: Explain How Secondary Sources Can Describe Change over Time
 - Activity 3: Guided Practice: Explain How Secondary Sources Can Describe Change over Time
 - Activity 4: Checkpoint: Explain Secondary Sources
- **Lesson 3: Describe Regions of the United States and Your State**
 - Activity 1: Direct Instruction: Describe Regions in the United States Using Maps
 - Activity 2: Direct Instruction: Describe the Regions to Which Your State Belongs
 - Activity 3: Direct Instruction: Describe the Features and Regions of Your State
 - Activity 4: Checkpoint: Describe the Features and Regions of Your State
- **Lesson 4: Explain How Resources Affect Movement and Settlement**
 - Activity 1: Direct Instruction: Explain Why Different Regions Have Different Resources
 - Activity 2: Direct Instruction: Explain the Importance of Resources to Movement and Settlement
 - Activity 3: Guided Practice: Explain the Importance of Resources to Movement and Settlement
 - Activity 4: Checkpoint: Explain the Importance of Resources to Movement and Settlement
- **Lesson 5: Explain How Early People Adapted to and Modified Their Environment**
 - Activity 1: Direct Instruction: Explain How Early People Adapted to Their Environment
 - Activity 2: Direct Instruction: Explain How Early People Modified Their Environment
 - Activity 3: Guided Practice: Explain How Early People Adapted to and Modified Their Environment
 - Activity 4: Checkpoint: Explain How Early People Adapted to and Modified Their Environment
 - Activity 5: Unit Review: Use Sources to Learn About First Peoples
 - Activity 6: Unit Exam: Use Sources to Learn About First Peoples

Unit 2: Construct a Narrative of American Indian Nations

- **Lesson 6: Describe and Compare Northern Cultures**
 - Activity 1: Direct Instruction: Generate Questions about First Peoples
 - Activity 2: Direct Instruction: Describe Northern Cultures
 - Activity 3: Guided Practice: Compare Northern Cultures
 - Activity 4: Checkpoint: Describe and Compare Northern Cultures
- **Lesson 7: Describe and Compare Plains Nations**
 - Activity 1: Direct Instruction: Describe Plains Nations
 - Activity 2: Guided Practice: Describe and Compare Plains Nations
 - Activity 3: Independent Practice: Describe and Compare Plains Nations
 - Activity 4: Checkpoint: Describe and Compare Plains Nations
- **Lesson 8: Describe and Compare Southern Nations**
 - Activity 1: Direct Instruction: Describe Southern Nations
 - Activity 2: Guided Practice: Describe and Compare Southern Nations
 - Activity 3: Independent Practice: Describe and Compare Southern Nations
 - Activity 4: Checkpoint: Describe and Compare Southern Nations
- **Lesson 9: Evaluate American Indian Rights and Government Today**
 - Activity 1: Direct Instruction: Describe American Indian National and Individual Rights

- Activity 2: Direct Instruction: Explain Tribal Sovereignty
- Activity 3: Guided Practice: Evaluate American Indian Rights and Tribal Sovereignty
- Activity 4: Checkpoint: Evaluate American Indian Rights and Tribal Sovereignty
- **Lesson 10: Research an American Indian Nation in Your State**
 - Activity 1: Direct Instruction: Develop Questions and Gather Evidence about an American Indian Nation
 - Activity 2: Guided Practice: Gather Evidence to Answer Your Question about an American Indian Nation
 - Activity 3: Guided Practice: Summarize Your Explanation about an American Indian Nation
 - Activity 4: Checkpoint: Submit Your Explanation about an American Indian Nation
 - Activity 5: Unit Review: Construct a Narrative of American Indian Nations
 - Activity 6: Unit Exam: Construct a Narrative of American Indian Nations

Unit 3: Make an Argument about the Past

- **Lesson 11: Describe the Ancestral Puebloans**
 - Activity 1: Direct Instruction: Generate Questions About Early Peoples in Your State
 - Activity 2: Direct Instruction: Describe the Puebloan Region and Culture
 - Activity 3: Guided Practice: Describe the Puebloan Region and Culture
 - Activity 4: Checkpoint: Describe the Puebloan Region and Culture
- **Lesson 12: Create a Timeline of the Ancestral Puebloans**
 - Activity 1: Direct Instruction: Create a Timeline of Development of Ancestral Puebloan Culture
 - Activity 2: Guided Practice: Create a Timeline of Development of Ancestral Puebloan Culture
 - Activity 3: Independent Practice: Create a Timeline of Development of Ancestral Puebloan Culture
 - Activity 4: Checkpoint: Create a Timeline of Development of Ancestral Puebloan Culture
- **Lesson 13: Analyze Sources**
 - Activity 1: Direct Instruction: Generate Questions about a Source
 - Activity 2: Guided Practice: Generate Questions about a Source
 - Activity 3: Independent Practice: Generate Questions about a Source
 - Activity 4: Checkpoint: Generate Questions about Multiple Sources
- **Lesson 14: Explain Possible Causes and Effects of the Ancestral Puebloans' Disappearance**
 - Activity 1: Direct Instruction: Identify Evidence for the Ancestral Puebloans' Disappearance
 - Activity 2: Direct Instruction: Explain Possible Causes and Effects of the Ancestral Puebloans' Disappearance
 - Activity 3: Guided Practice: Explain Possible Causes and Effects of the Ancestral Puebloans' Disappearance
 - Activity 4: Checkpoint: Explain Possible Causes and Effects of the Ancestral Puebloans' Disappearance
- **Lesson 15: Construct an Argument about the Past**
 - Activity 1: Direct Instruction: Make a Claim with Reasons
 - Activity 2: Direct Instruction: Provide Evidence and Examples to Support a Claim
 - Activity 3: Guided Practice: Provide Evidence and Examples to Support a Claim
 - Activity 4: Checkpoint: Make and Support a Claim
 - Activity 5: Unit Review: Make an Argument about the Past
 - Activity 6: Unit Exam: Make an Argument about the Past

Unit 4: Construct a Narrative of Explorers and Settlers in the Southwest United States

- **Lesson 16: Describe Early European Exploration of the Southwest**

- Activity 1: Direct Instruction: Generate Questions about Early European Explorers in the Southwest
- Activity 2: Direct Instruction: Identify Routes of Early European Exploration in the Southwest Using Maps
- Activity 3: Guided Practice: Describe Routes of Early European Exploration in the Southwest Using Maps
- Activity 4: Checkpoint: Describe Early European Exploration of the Southwest
- **Lesson 17: Construct a Narrative about Early European Explorers**
 - Activity 1: Direct Instruction: Describe Important European Explorers of the Southwest
 - Activity 2: Direct Instruction: Construct a Narrative about Early European Explorers of the Southwest
 - Activity 3: Guided Practice: Construct a Narrative about Early European Explorers of the Southwest
 - Activity 4: Checkpoint: Construct a Narrative about Early European Explorers of the Southwest
- **Lesson 18: Construct a Narrative about Early European Settlements**
 - Activity 1: Direct Instruction: Describe Early European Settlements in the Southwest
 - Activity 2: Guided Practice: Construct a Narrative about an Early European Settlement in the Southwest
 - Activity 3: Independent Practice: Compare Life in an Early European Settlement with Life Today
 - Activity 4: Checkpoint: Compare Life in an Early European Settlement with Life Today
- **Lesson 19: Compare Points of View on Settlement**
 - Activity 1: Direct Instruction: Describe American Indians' and Settlers' Points of View on Settlement
 - Activity 2: Direct Instruction: Explain American Indians' and Settlers' Points of View on Settlement
 - Activity 3: Guided Practice: Explain American Indians' and Settlers' Points of View on Settlement
 - Activity 4: Checkpoint: Explain Points of View About Settlement
- **Lesson 20: Describe Causes and Effects of Conflicts over Settlement**
 - Activity 1: Direct Instruction: Describe Causes of Conflict over Settlement
 - Activity 2: Direct Instruction: Describe Effects of Conflicts over Settlement
 - Activity 3: Guided Practice: Describe Causes and Effects of Conflicts over Settlement
 - Activity 4: Checkpoint: Describe Causes and Effects of Conflicts over Settlement
 - Activity 5: Unit Review: Construct a Narrative of Explorers and Settlers in the Southwest United States
 - Activity 6: Unit Exam: Construct a Narrative of Explorers and Settlers in the Southwest United States

Unit 5: Describe How the United States Has Expanded

- **Lesson 21: Original and New States**
 - Activity 1: Direct Instruction: The Pennsylvania Colony
 - Activity 2: Direct Instruction: New States
 - Activity 3: Guided Practice: Original and New States
 - Activity 4: Checkpoint: Original and New States
- **Lesson 22: Describe Conflicts and Compromises over Slavery**
 - Activity 1: Direct Instruction: Slavery in Pennsylvania
 - Activity 2: Direct Instruction: Describe Compromises over Slavery in New Territories
 - Activity 3: Direct Instruction: Describe Conflicts over Slavery in New Territories

- Activity 4: Guided Practice: Describe Conflicts and Compromises over Slavery in New Territories
- Activity 5: Checkpoint: Describe Conflicts and Compromises over Slavery in New Territories
- **Lesson 23: Explain U.S. Expansion to 1850**
 - Activity 1: Direct Instruction: Generate Questions about the Effects of the Mexican-American War
 - Activity 2: Direct Instruction: Explain U.S. Expansion to 1850
 - Activity 3: Guided Practice: Explain U.S. Expansion to 1850
 - Activity 4: Checkpoint: Explain U.S. Expansion to 1850
- **Lesson 24: Explain Your State's Path to Statehood**
 - Activity 1: Direct Instruction: Explain Important People and Events During Your State's Territorial History
 - Activity 2: Direct Instruction: Explain How Your State Became a State
 - Activity 3: Guided Practice: Explain How Your State Became a State
 - Activity 4: Checkpoint: Explain Your State's Path to Statehood
- **Lesson 25: Describe Changes in Your State over Time**
 - Activity 1: Direct Instruction: Describe Plants, Animals, and Land Use in Your State over Time
 - Activity 2: Guided Practice: Describe Plants, Animals, and Land Use in Your State over Time
 - Activity 3: Independent Practice: Describe Plants, Animals, and Land Use in Your State over Time
 - Activity 4: Checkpoint: Describe Plants, Animals, and Land Use in Your State over Time
 - Activity 5: Unit Review: Describe How the United States Has Expanded
 - Activity 6: Unit Exam: Describe How the United States Has Expanded

Unit 6: Describe Influential People and Groups in Your State

- **Lesson 26: Explain How Different Groups Have Shaped Culture**
 - Activity 1: Direct Instruction: People Impacting Culture
 - Activity 2: Direct Instruction: Things and Places in History
 - Activity 3: Direct Instruction: Identify Groups that Have Contributed to Your State's Culture
 - Activity 4: Direct Instruction: Explain Contributions of Groups to Your State's Culture
 - Activity 5: Guided Practice: Explain Contributions of Groups to Your State's Culture
 - Activity 6: Checkpoint: Explain Contributions of Groups to Your State's Culture
- **Lesson 27: Explain How Different Groups and Artists Have Impacted Art in Your State**
 - Activity 1: Direct Instruction: Explain Contributions of Important Groups to Art in Your State
 - Activity 2: Direct Instruction: Explain Contributions of Important Artists in Your State
 - Activity 3: Guided Practice: Explain Contributions of Important Groups and Artists in Your State
 - Activity 4: Checkpoint: Explain Contributions of Important Groups and Artists in Your State
- **Lesson 28: Explain How Different Groups Have Impacted Agriculture and Mining in Your State**
 - Activity 1: Direct Instruction: Explain Contributions of Important Groups to Agriculture in Your State
 - Activity 2: Direct Instruction: Explain Contributions of Important Groups to Mining in Your State
 - Activity 3: Guided Practice: Explain Contributions of Important Groups to Agriculture and Mining in Your State
 - Activity 4: Checkpoint: Explain Contributions of Important Groups to Agriculture and Mining
- **Lesson 29: Explain How Different Groups Have Impacted Architecture and Technology in Your State**
 - Activity 1: Direct Instruction: Explain Contributions of Important Groups to Architecture in Your State

- Activity 2: Direct Instruction: Explain Contributions of Important Groups to Technology in Your State
- Activity 3: Guided Practice: Explain Contributions of Important Groups to Architecture and Technology
- Activity 4: Checkpoint: Explain Contributions of Important Groups to Architecture and Technology
- **Lesson 30: Explain How Different Groups Have Impacted Language in Your State**
 - Activity 1: Direct Instruction: Explain How Different Groups Have Impacted Language in Your State
 - Activity 2: Guided Practice: Explain How Different Groups Have Impacted Language in Your State
 - Activity 3: Independent Practice: Explain How Different Groups Have Impacted Language in Your State
 - Activity 4: Checkpoint: Explain How Different Groups Have Impacted Language in Your State
 - Activity 5: Unit Review: Describe Influential People and Groups in Your State
 - Activity 6: Unit Exam: Describe Influential People and Groups in Your State