

# Integrated Model Curriculum

## FIFTH GRADE SAMPLE LESSON 2 | OHIO’S FIRST PEOPLES

This lesson is modeled from the second edition of the [Core Knowledge Language Arts \(CKLA\) Grade 5 curriculum](#), an approved English Language Arts high-quality core curriculum for grades Kindergarten – Grade 5. Educators can use these materials during the English Language Arts/Literacy instructional block or as supplemental materials during the standalone science/social studies instructional blocks. This lesson is included in Unit 2: Early American Civilizations

In this lesson, students are introduced to early American civilizations that existed in present-day Mexico and Central America, including the Maya, Aztec, and Inca. Students will first explore sources and sites connected to Ohio’s first peoples to determine the components of a civilization. Then, students will experience and engage in a read-aloud about the different civilizations thriving in Mesoamerica. Skills such as creating a timeline, analyzing a source, and developing a position or claim statement about the unit essential question.

<b>Lesson Title</b>	<b>Lesson 1: Early American Civilizations</b>   Core Knowledge Language Arts (CKLA)
<b>Grade Level</b>	5th Grade
<b>Academic Standards</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• <b>Historical Thinking and Skills.</b> Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. (CS1)</li> <li>• <b>Early Civilizations.</b> Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices. (CS2)</li> <li>• <b>Places and Regions.</b> Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics. (CS6)</li> </ul> <p><b>English Language Arts</b></p> <p><i>Reading Standards for Informational Text</i></p> <ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)</li> <li>• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)</li> <li>• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W5.1a)</li> </ul>

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Academic Standards	<p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (SL.5.1a, b-d)</li> </ul> <p><i>Language</i></p> <ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.5b&amp;c)</li> <li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (L.5.6)</li> </ul>
Life Skills	<p>As identified in the <a href="#">OhioMeansJobs-Readiness Professional Skills</a>:</p> <ul style="list-style-type: none"> <li><b>Teamwork/Collaboration.</b> Students will work with their peers to have productive discussions on the included academic content and the essential questions. They will also collaborate in analyzing provided sources.</li> <li><b>Critical Thinking/Problem-Solving.</b> Students will use key details from the provided sources and read aloud text to develop their understanding of the academic content and respond to the essential question(s).</li> <li><b>Oral and Written Communications.</b> Students will have conversations with the educator and their peers on the lesson's read aloud text and provided sources. Students will craft an opinion or claim statement on the essential question(s) using proper grammar and sentence structure.</li> <li><b>Learning Agility.</b> Students will learn new academic content on the early American civilizations in present-day Central and South America and peoples living in present-day Ohio to build background knowledge and answer the essential question(s).</li> <li><b>Global/Intercultural Fluency.</b> Students will learn about cultures, traditions, and lifestyles of the early American civilizations and peoples living in present-day Ohio and may connect their learning to other cultures peoples living in other communities throughout the state, the nation, and the world.</li> </ul>
Essential Questions	<p><b>Unit Essential Question</b></p> <ul style="list-style-type: none"> <li><i>What can we learn from the successes and failures from those who lived before us?</i></li> </ul> <p><b>Lesson Essential Questions</b></p> <ul style="list-style-type: none"> <li><i>What are the key components of a civilization?</i></li> <li><i>What were the key geographical features of the regions in which the Mayan, Aztec, and Incan civilizations developed?</i></li> </ul>

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<b>Learning Intentions</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• I am learning about the key components of a civilization.</li> <li>• I am learning about the location of different civilizations in Central America.</li> <li>• I am learning how to use a timeline to demonstrate the order of events.</li> <li>• I am learning how different regions can be described by different characteristics.</li> </ul> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• I am learning how to use academic language and vocabulary when writing and speaking.</li> <li>• I am learning how to write a clear position or claim statement on a topic or text.</li> <li>• I am learning how to use evidence to support my thinking and writing.</li> </ul>
<b>Success Criteria</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• I will describe the key components of a civilization.</li> <li>• I will identify the present-day locations of the Aztec, Incan, and Mayan civilizations.</li> <li>• I will create a timeline to display the order of historical events.</li> <li>• I will describe the different characteristics of Central America and South America where the Mayan, Aztec, and Incan civilizations existed.</li> </ul> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• I will use lesson vocabulary words in my sentences to show my understanding.</li> <li>• I will express my opinion or position on a topic or text using correct sentences.</li> <li>• I will ask and answer questions about the text using correct details.</li> </ul>
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Core Knowledge Language Arts (CKLA) Materials</a> <ul style="list-style-type: none"> <li>○ Teacher Guide (pg. 7 – 25 of the PDF)</li> <li>○ Student Activity Book – <b>1 copy per student</b> (pg. 1 – 14 of the PDF, printed or digitally distributed)</li> <li>○ Student Reader – <b>1 copy per student</b> (pg. 2 – 7 of the PDF, printed or digitally distributed)</li> <li>○ Digital Components – (pg. 1 – 8 of PDF, printed or digitally displayed)</li> </ul> </li> <li>• Ohio’s First People Source Set Sources <ul style="list-style-type: none"> <li>○ <a href="#">Adena Mound</a> (Salem Press Encyclopedia)</li> <li>○ <a href="#">Our Ohio, Episode 308: Serpent Mound</a> (video, beginning – 7:30)</li> </ul> </li> <li>• Hopewell Ceremonial Earthworks – Maps/Photos of: <ul style="list-style-type: none"> <li>○ Great Circle Earthworks</li> <li>○ Octagon Earthworks</li> <li>○ Fort Ancient</li> <li>○ High Bank Works</li> </ul> </li> </ul>

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<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Chart Paper, Chalkboard, or Electronic Display</li> <li>• “See, Think, Wonder” Graphic Organizer – <b>1 copy per student</b></li> <li>• Writing Utensils &amp; Paper</li> <li>• Colored Pencils</li> </ul>	
<b>Key Vocabulary</b>	<b>English Language Arts Vocabulary</b> <ul style="list-style-type: none"> <li>• Category</li> <li>• Context</li> <li>• Differentiate</li> <li>• Explanatory</li> <li>• Fact</li> <li>• Influence</li> <li>• Informative</li> <li>• Link</li> <li>• Linking</li> <li>• Reference</li> <li>• Subsequent</li> </ul>	<b>Social Studies Vocabulary</b> <ul style="list-style-type: none"> <li>• Adena</li> <li>• Aztec</li> <li>• Central America</li> <li>• Civilization</li> <li>• Continent</li> <li>• Hopewell</li> <li>• Inca</li> <li>• Maya</li> <li>• South America</li> <li>• Timeline</li> </ul>
<b>Learning Experiences</b>	<p><i>Engage (Lesson Introduction)</i></p> <ul style="list-style-type: none"> <li>• <b>Social Studies – Source Analysis Gallery Walk.</b> Display the photos and maps of the Hopewell Ceremonial Earthworks around the classroom. Set up the “Our Ohio” video on a computer and provide copies of the Adena Mound article from Salem Press Encyclopedia, excerpted to the first 3 paragraphs.</li> <li>• Distribute the “Early American Civilizations” timeline document. Ask students to create a 3-column chart/table and label the columns, “See”, “Think”, and “Wonder”.</li> <li>• Share with the students that they will be exploring different sources around the classroom. Explain they will use the columns to identify what they see, think, and wonder about the provided sources.</li> <li>• Divide the students into small groups and direct them to explore the images, maps, video, and article excerpt in different stations. As students explore the different sources in a gallery walk, ask them to note what details or information they see and read, what they think about the sources they are reading, watching, and exploring, and what they wonder about the images, video, and excerpts.</li> <li>• As students engage in the gallery walk, encourage them to add notes, thoughts, and questions to the 3-column chart they created. Repeat the process until students have had an opportunity to examine all the available sources.</li> <li>• <b>Collaboration – Think, Pair Share.</b> Display or write the following question for students to think and discuss: <i>What can we learn from these photos and images about the groups who created these structures?</i></li> </ul>	

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Learning Experiences & Instruction	<ul style="list-style-type: none"> <li>• Students will first reflect on the question individually, writing their response down where they took notes over the sources. After students finish writing their thoughts and notes, ask them to pair up with a peer and share their responses to the question and any details, thoughts, and wonderings that stood out to them about the sources.</li> <li>• Have a few volunteers share their pair’s conversation, connecting the thoughts and ideas back to the sources and opening question. Encourage students to consider <i>the location</i> of the structures included in the sources and what stands out to them about the location. (<i>The sources highlight structures throughout central Ohio and southern Ohio</i>).</li> <li>• Tell students they will begin a unit called <i>Early American Civilizations</i> and the Reader for this unit is called <i>Maya, Aztec, and Inca</i>.</li> <li>• Tell students that these structures were built by people who lived in present-day Ohio at the near or after the time that these early American civilizations existed.</li> <li>• Introduce the essential question for the unit: <i>What can we learn from the successes and failures from those who lived before us?</i> Share with the students that they will explore this question throughout the unit and eventually share their opinion on the essential question.</li> </ul> <p><i>Explore (Lesson Introduction)</i></p> <ul style="list-style-type: none"> <li>• <b>Social Studies – Introduce a Horizontal Timeline.</b> Implement lesson 1 of the CKLA materials, following the directions with integrity. The directions for the lesson begin on page 10 of the Unit 2 Teacher Guide, under the “Core Connections” heading and finish on page 25 of the PDF. <ul style="list-style-type: none"> <li>○ <b>NOTE:</b> When introducing the timeline, add the Hopewell and Adena cultures to the provided dates to denote how these cultures were in existence at the same time as the early American civilizations. When referencing the cultures on the timeline, use the map of the Americas included in the digital components (pg. 7 of the PDF) or a different map of Ohio to show where the Adena and Hopewell cultures settled.</li> <li>○ <b>NOTE:</b> Students may need additional support when calculating the years between dates if the dates span between BC/BCE or AD/CE periods. Students may be unfamiliar with the change on the timeline, as they may not have demonstrated understanding of a number line and negative numbers.</li> </ul> </li> <li>• During the activity, introduce the lesson’s first essential question: <i>What are the key components of a civilization?</i></li> <li>• Students will complete the horizontal timeline on the other side of the 3-column chart they created earlier in the lesson. Students will be divided into five groups to collaborate on the horizontal and vertical timelines.</li> <li>• <b>English Language Arts – Speaking and Listening.</b> Ask for volunteers to share their group’s findings and understanding of the timeline. Provide additional information or correction for the students to create the timeline and identify key components of civilizations.</li> </ul>

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Learning Experiences & Instruction	<ul style="list-style-type: none"> <li>• Remind students of the key components of the civilization identified based on their exploration of the timelines and to see how the components of the civilization were present in the early American civilizations.</li> </ul> <p><i>Explain (Lesson Activities)</i></p> <ul style="list-style-type: none"> <li>• <b>Reading.</b> Introduce the student reader chapter, titled “The Rise of Early American Civilizations”. While introducing the chapter, tell the students that they will be <b>annotating</b> their Student Reader. Annotations can include questions about the text, notes connecting prior knowledge to the text, and unknown words or the lesson vocabulary terms using the CKLA Glossary and Student Activity Page 1.2 <ul style="list-style-type: none"> <li>○ <i>Annotating means writing notes or drawing symbols on what you read to help you understand it better.</i></li> </ul> </li> <li>• <b>English Language Arts – Annotating Text.</b> Practice annotating the text with students, identifying an unknown word or lesson vocabulary term in the text and writing down connections or thoughts on the text to support student learning and questioning.</li> <li>• <b>English Language Arts – Language.</b> Read Chapter 1 of the CKLA Student Reader, <i>The Rise of the Early American Civilizations</i>, aloud and with the students. During the chapter reading, model annotating the text with students and encourage students to make their own annotations throughout the reading. Introduce the lesson’s essential questions and remind students how the annotations can help them answer the questions at the end of the lesson. <ul style="list-style-type: none"> <li>○ <i>Lesson Essential Questions: What are the key components of a civilization? What were the key geographical features of the regions in which the Maya, Aztec, and Inca civilizations developed?</i></li> <li>○ <b>NOTE:</b> As the chapter is read aloud, pause to discuss the guided reading support questions and notes given in the teacher guide. Create opportunities for students to discuss the questions and notes with a peer or in small groups to support collaboration. Require students to cite evidence from the text that provides the information they need to answer the question.</li> </ul> </li> </ul> <p><i>Elaborate (Lesson Activities)</i></p> <ul style="list-style-type: none"> <li>• <b>Social Studies – Contextualize.</b> Share with the students that they will be <b>contextualizing</b> the information from the chapter text with the sources they examined at the beginning of the lesson. <ul style="list-style-type: none"> <li>○ <i>Contextualizing means explaining and understanding an event, person, or idea by showing what was happening around it at the time.</i></li> </ul> </li> <li>• Remind students of the sources they examined and the details they noted. Model an example of a detail that was noted about the source and connects to the information presented in the text. For example, the Earthworks show knowledge of the land and soil, connecting to the early American civilizations having knowledge of the soil to farm and harvest crops.</li> <li>• Invite students to contextualize the connections between the sources and the chapter text to build background knowledge for the unit.</li> </ul>

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Learning Experiences & Instruction	<ul style="list-style-type: none"> <li>• Continue implementing the lesson using the directions provided under the heading “Discuss the Chapter and Wrap up the Lesson” on pg. 24 of the PDF and conclude on pg. 25.               <ul style="list-style-type: none"> <li>○ <b>NOTE:</b> Students will complete Student Activity 1.4 as a take home activity with their family (pg. 7 – 10 of the PDF)</li> </ul> </li> </ul> <p><i>Evaluate (Assessment Options)</i></p> <ul style="list-style-type: none"> <li>• <b>Option #1: Content Knowledge Formative Assessment.</b> Administer a multiple-choice content knowledge check curated from <a href="#">available readiness assessment questions</a> included in Ohio’s State Tests.</li> <li>• <b>Option #2: Content Knowledge Written Response Assessment.</b> Ask students to review the lesson’s essential questions and draft their responses to the essential questions for the lesson. Students can use the following sentence starters:               <ul style="list-style-type: none"> <li>▪ <i>The key components of a civilization are...</i></li> <li>▪ <i>The key geographical features of the region where the Maya lived include...</i></li> <li>▪ <i>The key geographical features of the region where the Aztec lived include...</i></li> <li>▪ <i>The key geographical features of the region where the Inca lived include...</i></li> </ul> </li> <li>○ <b>Social Studies – Citing Evidence to Support a Claim.</b> Once students have written their sentences using the provided sentence starters, they will also write a sentence identifying where they found this information or how they know this. When students write their sentences, share with them they are working on citing evidence, which is a key social studies skill.</li> <li>○ <b>Life Skills – Metacognition.</b> Ask students to turn and talk with a partner about what information they included in their answer, where they got the information from, and why they think their response is effective.               <ul style="list-style-type: none"> <li>○ Collect the responses from the students to review for their understanding.</li> </ul> </li> </ul>
Scope and Sequence	<ul style="list-style-type: none"> <li>• Unit 2 explores the Maya, Aztec, and Inca civilizations and their appearance and disappearance throughout history. Lessons reference connections to European explorers, which correlates to the social studies content statements.</li> <li>• The writing piece at the end of the unit focuses on students drafting paragraphs and creating a codex project to demonstrate their understanding of the academic content. Educators can include additional opportunities for students to develop their opinion or position and include appropriate evidence to support their opinion and position.</li> </ul>