

# Integrated Model Curriculum

## FIFTH GRADE SAMPLE LESSON 1 | OHIO’S FIRST PEOPLES

This lesson is modeled from Wit & Wisdom (2023), 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 social studies instructional block. Module 1 is titled "Cultures in Conflict" and focuses on American Indians and their experiences with encroachment of settlers on their land.

In this lesson, students will build background knowledge about the indigenous peoples of Ohio to gain insight into who inhabited Ohio originally, as well as to make connections to the peoples read about in the main text Thunder Rolling in the Mountains by Scott O’Dell.

<b>Unit Title</b>	<b>Module 1: Cultures in Conflict   Wit &amp; Wisdom (2023)</b>
<b>Grade Level</b>	5th Grade
<b>Academic Standards</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• <b>Human Systems.</b> American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities. (CS8)</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> </ul> <p><i>Writing Standards</i></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W.5.2.)</li> </ul>
<b>Life Skills</b>	<p>As identified in the <a href="#">OhioMeansJobs-Readiness Professional Skills</a>:</p> <ul style="list-style-type: none"> <li>• <b>Teamwork/Collaboration:</b> Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.</li> <li>• <b>Critical Thinking/Problem-Solving:</b> Critical thinking can be an important skill when reviewing informational text, as</li> <li>• <b>Oral and Written Communication:</b> Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.</li> </ul>

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<b>Essential Questions</b>	<p><b>Unit Essential Question</b></p> <ul style="list-style-type: none"> <li>• <i>How do cultural beliefs and values guide people?</i></li> </ul> <p><b>Lesson Essential Question</b></p> <ul style="list-style-type: none"> <li>• <i>How did American westward expansion impact Native American cultures in the West?</i></li> </ul>
<b>Learning Intentions</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• I am learning about the First Peoples of Ohio.</li> <li>• I am learning about how their culture guided them as a community of people.</li> </ul> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• I am learning how to quote accurately from a text.</li> <li>• I am learning how to use multiple texts to write an informative essay on a topic.</li> </ul>
<b>Success Criteria</b>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• I will identify cultural beliefs and values of two different indigenous peoples' groups.</li> <li>• I will use evidence from the text to show what I know about the two different groups.</li> </ul> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• I will identify quotes that will be useful in providing key information in my writing.</li> <li>• I will use evidence to write an informative essay on a topic across two texts.</li> </ul>
<b>Lesson Materials</b>	<ul style="list-style-type: none"> <li>• Delaware (Lenape) - <a href="#">PebbleGo Next</a></li> <li>• <a href="#">Shawnee - PebbleGo Next</a></li> </ul>

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<b>Key Vocabulary</b>	<b>English Language Arts Vocabulary</b> <ul style="list-style-type: none"> <li>• Key Details</li> <li>• Quote</li> <li>• Compare</li> <li>• Contrast</li> </ul>	<b>Social Studies Vocabulary</b> <ul style="list-style-type: none"> <li>• Civilizations</li> <li>• Social Structures</li> <li>• Religions</li> <li>• Technologies</li> <li>• Agricultural Practices</li> </ul>
<b>Learning Experiences &amp; Instruction</b>	<p><i>Engage (Lesson Introduction)</i></p> <ul style="list-style-type: none"> <li>• Explain to students that this unit will focus on two separate First People Nations, the Delaware (Lenape) and the Shawnee. Students will have the opportunity to explore two different texts, one per Nation, and will compare the two to learn about how they were different and similar.</li> </ul> <p><i>Explore (Lesson Introduction)</i></p> <ul style="list-style-type: none"> <li>• Students will look at two different Native American groups today. Before looking into the texts, it will be helpful to review the following vocabulary terms, as they are areas that may be useful in reviewing the cultural information for each group: <i>social structures, religion, technology, and agricultural practices</i>.</li> <li>• Explain to students that they will be reading two different texts, one for the Delaware (Lenape) and one for the Shawnee. Students will read the texts to identify key information about their culture and values, such as their social structures, religion, technology, and agricultural practices.</li> </ul> <p><i>Explain (Lesson Activities)</i></p> <ul style="list-style-type: none"> <li>• <b>Social Studies and Civics – Source Analysis and Collaboration.</b> Today students will be reviewing two different texts. The texts provided are interactive books through PebbleGo Next. Students will read each section of the book and will collect information about each group.</li> </ul> <p><i>Elaborate (Lesson Activities)</i></p> <ul style="list-style-type: none"> <li>• <b>Compare and Contrast.</b> Students will use a graphic organizer to compare details on the culture of the Delaware (Lenape) and the Shawnee. Details to identify could include social structures, religions, technologies, and agricultural practices.</li> <li>• <b>Identifying Quotations.</b> When reviewing information found in the two texts provided, students will need to identify at least one quote from either text to portray important information, followed by an explanation of this quote.</li> </ul> <p><i>Evaluate (Assessment Options)</i></p> <ul style="list-style-type: none"> <li>• <b>Informative Essay.</b> Using what they gathered through reading and analyzing the two texts, students will write a short informative essay that compares the Delaware (Lenape) and Shawnee Nations. Students must include at least one quote from either of the texts in their essay.</li> </ul>	