

Unit Plan

Unit Author	
First and Last Name	Darshell Silva
School District	N/A
School Name	Rocky Hill School
School City, State	East Greenwich, RI
Unit Overview	
Unit Title	
Whose Land Is It Anyway?	
Unit Summary	
Students will study the issue of land ownership in the 1600s in New England using historical fiction and primary sources.	
Subject Area	
Information Literacy	
Grade Level	
4-5	
Approximate Time Needed	
7 lessons	
Unit Foundation	
Targeted Content Standards and Benchmarks	
AASL standards 1.1.5, 1.1.6, 1.1.7, 2.1.5, 2.1.6, 3.1.3, 4.1.3	
Common Core standards C.C.4.R.I.1, C.C.4.R.I.9, C.C.4.R.L.9, C.C.4.W.1 C.C.5.R.I.1, C.C.5.R.I.9, C.C.5.R.L.9, C.C.5.W.1	
Student Objectives/Learning Outcomes	
<ol style="list-style-type: none">1. Students will understand that if you do not study an issue from multiple perspectives you will never have a complete understanding of it.2. Students will be able to read historical fiction and use its ideas to facilitate understanding of an issue.3. Students will be able to use primary sources to facilitate understanding of an issue.	
Curriculum-Framing Questions	
Essential Question	Why should you look at multiple perspectives on an issue to facilitate understanding of it?

Unit Questions

What information can historical fiction give you about an issue?
What information can primary sources give you about an issue?

Content Questions

Why did the Indians feel that they were the true owners of the land?
Why did the New England colonists feel they were the true owners of the land?
What is historical fiction?
What are primary sources?

Assessment Plan

Assessment Summary

Students will be assessed through session activities and through a final project.

Unit Details

Prerequisite Skills

Age appropriate reading and critical thinking skills.

Instructional Procedures

Session 1: Unit Introduction: Explain the overall topic, "Both Native Americans/ Indians and New England colonists felt they were the true owners of the land." Show Youtube video of William Bradford agreement. Explain "What is historical fiction?" Explain "What are primary sources?" Discuss.

Session 2: Read aloud *The Pilgrims of Plimoth* by Marcia Sewall. During read-aloud students will fill out Pilgrim portion of graphic organizer. Discuss what students have written.

Session 3: Read aloud *People of the Breaking Day* by Marcia Sewall. During read-aloud students will fill out Native American/ Indian graphic organizer. Discuss what they have written.

Session 4: Read aloud *Thunder from the Clear Sky* by Marcia Sewall or play mp3s located at:
<http://theflower.pbworks.com/w/page/31669372/Thunder%20From%20The%20Clear%20Sky%20Lesson%20Plans> .

Students will fill out Land Graphic Organizer while listening. Discuss what they have written.

Session 5: Primary Sources discussion and activity using *A Plymouth Partnership: Pilgrims and Native Americans* by Susan Whitehurst . Teacher will review definition of primary sources. Class will share and discuss various sources from the book together.

Session 6: Primary sources discussion and activity using land deeds. Students will form 2 groups. Each will discuss a different land deed and its translation. The larger group will reconvene and each will explain its deed to the other. Teacher will facilitate discussion making sure to point out differences in pilgrim and Native American/ Indian perceptions of the deeds.

Session 7: Culminating activity: each student will choose to be a pilgrim or Native American/ Indian and write a letter to the other giving their point of view of the answer to the question of why they feel the land is theirs.

Accommodations for Differentiated Instruction

Special Needs Students	Students may receive extra time for activities as well as extra help from the teacher.
Non Native Speakers	Students may receive extra time for activities as well as extra help from the teacher.
Gifted Students	Students may work with primary sources individually and use web resources more extensively.

Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed)

- | | | |
|---|---|--|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Laser Disk | <input type="checkbox"/> VCR |
| <input checked="" type="checkbox"/> Computer(s) | <input checked="" type="checkbox"/> Printer | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Digital Camera | <input checked="" type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing Equip. |
| <input type="checkbox"/> DVD Player | <input type="checkbox"/> Scanner | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Internet Connection | <input type="checkbox"/> Television | |

Technology – Software (Click boxes of all software needed.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing |
| <input type="checkbox"/> E-mail Software | <input type="checkbox"/> Multimedia | <input type="checkbox"/> Other |
| <input type="checkbox"/> Encyclopedia on CD-ROM | | |

Printed Materials	<p><i>The Pilgrims of Plimoth</i> by Marcia Sewall <i>People of the Breaking Day</i> by Marcia Sewall <i>Thunder from the Clear Sky</i> by Marcia Sewall <i>A Plymouth Partnership: Pilgrims and Native Americans</i> by Susan Whitehurst</p> <p>New England land deeds (with translation) between Native Americans and New England colonists (will need more than one to study the wording differences)</p> <p>Activity handouts</p>
Supplies	<p>Pens, pencils</p>
Internet Resources	<p><i>William Bradford agreement between Squanto and Pilgrims</i> (short cartoon) from You Tube</p> <p>http://themayflower.pbworks.com/w/page/31669372/Thunder%20From%20The%20Clear%20Sky%20Lesson%20Plans MP3s</p>
Other Resources	

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Facts About the Pilgrims

Think about: Why did the Indians/ Native Americans feel that they were the true owners of the land?

Why did the New England colonists feel they were the true owners of the land?

Facts About the Native Americans/ Indians

Think about: Why did the Indians/ Native Americans feel that they were the true owners of the land?

Why did the New England colonists feel they were the true owners of the land?

Pilgrim - Native American/ Indian Land Use & Beliefs

<u>Pilgrim Land Use/ Beliefs</u>	<u>Indian Land Use/ Beliefs</u>

Notes About Land Deeds
Pay attention to the wording of the deeds!