

Ancestors, Archaeology and the Anishinabek: Bridging the Past into Future

GRADE 5 UNIT OUTLINE

COMPELLING QUESTION: What can digging tell us about the past?	
Supporting Questions	<ul style="list-style-type: none"> • Who are the Anishinabek? • Where is the site and how was it discovered? • What features and artifacts were found at the site? • What do the features and artifacts tell us about the Anishinabek?
Grade Level	5
Context and Connections	This unit is designed to enrich the teaching of Early American history with respect to Indigenous People and to provide an introduction to archaeology.
Abstract	This unit consists of 5 lessons which include a variety of instructional resources including maps, text selections, artifact cards and PowerPoint presentations. The unit focuses on an archaeological site discovered when a new bridge was built by the Michigan Department of Transportation.
Standards <i>(see detailed standards at the end of this document)</i>	Primary Social Studies Standards: 5 – U1.1.2, 5 – U1.1.3
	Social Studies Process Skills: P1.1, P2.3, P2.4, P2.5, P3.4
	English Language Arts Standards: RI.5.3, RI.5.7, W.5.2, SL.5.1
	Science Standards: <ul style="list-style-type: none"> • Cross-Cutting Concepts: Patterns, Cause and Effect • Disciplinary Core Areas LS2 and ESS3 • Science and Engineering Practices 1,2,4,6
Key Concepts	Culture Migration Adaptation
Unit Objectives	What should students know or understand? <ul style="list-style-type: none"> • Students will describe three ways in which the Anishinabek used or adapted to their environment. • Students will describe the location of the M-231 site and explain how the site was discovered. • Students will describe two features found at the site and what the features can tell us about the Anishinabek. • Students will describe three artifacts found at the site and explain what the artifacts can tell us about the Anishinabek. • Students will describe two ways in which the Anishinabek are preserving their cultural heritage.
	What should students be able to do? <ul style="list-style-type: none"> • Students will demonstrate active listening skills by completing an Investigation Sheet relating to the lesson PowerPoint presentation. • Students will use data presented in maps and text to answer a supporting question. • Students will analyze photographs and make inferences about the feature shown in the photographs. • Students will analyze artifacts and make inferences about them. • Students will use maps, photographs and text to answer a supporting question.

Lesson Sequence	<p>Lesson 1: The Anishinabek in the Past Lesson 2: Introduction to Archaeology and the M-231 Site Lesson 3: What was found and what can we learn from it? Lesson 4: What was found and what can we learn from it? Lesson 5: The Anishinabek today</p>
Duration	<p>One week</p>
Primary Social Studies Grade Level Content Expectations	<p>5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodlands and another tribal region adapted to or modified the environment. 5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and views on property ownership and land use.</p>
Social Studies Process Skills	<p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps and texts. P2.3 Use supporting questions to help answer compelling social studies questions. P2.4 Know how to find relevant evidence from a variety of sources. P2.5 Use data presented in social science tables, graphs, graphics, maps and texts to answer compelling and supporting questions. P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
Integrated Standards: English Language Arts	<p>Reading Informational Text: RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Writing: W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>Speaking and Listening: SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly</p>
Integrated Standards: Science	<p>Disciplinary Core Area connections:</p> <ul style="list-style-type: none"> • LS2 Ecosystems: Interaction, Energy and Dynamics • ESS3 Earth and Human Activity <p>Science and Engineering Practices of the Michigan K-12 Science Standards.</p> <ol style="list-style-type: none"> 1. Asking questions and defining problems 2. Analyzing and interpreting data 4. Engaging in argument from evidence 6. Obtaining, evaluating, and communicating information