

UNIT 2 ADDENDUM

Table of Contents

UNIT SYNOPSIS.....	1
CONTENT STANDARDS.....	5
ROADMAP.....	11

UNIT SYNOPSIS

PURPOSE: Why study the Indigenous people of the Northeast and Early Colonies?

As a modern-day cultural melting pot, the United States is often described as “a nation of immigrants.” While this is an important part of our history, it is only one part of the cultural heritage of the United States—and it is true only for immigrants who arrived of their own free will, beginning in the 17th century. Before European colonization along the Atlantic seaboard, the present-day Eastern United States was home to incredibly diverse Indigenous communities. In this unit of study, you will lay the foundation for future studies of the cultural heritage of the United States by first introducing your students to the rich history of these Indigenous Americans. The National Standards for History call for elementary students to explore “how communities in North America varied long ago,” “folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage,” and the “forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization.” This unit is an opportunity for your students to investigate these historical concepts while engaging in immersive project-based learning.

This unit organizes an investigation of the Indigenous peoples of the Northeast, focusing on the two largest cultural and linguistic communities: the Haudenosaunee confederacy and the Algonquian peoples. The Haudenosaunee, also known as the Iroquois, includes six

nations of Iroquoian-speaking peoples: the Mohawk, Onondaga, Oneida, Cayuga, Seneca, and, later, the Tuscarora. Together, the Haudenosaunee constituted one of the most powerful Indigenous societies in North America, expanding across their ancestral homelands from present-day New York and Pennsylvania to the Great Lakes region and parts of present-day Canada. The Algonquian people, neighbors and historical enemies of the Haudenosaunee, were one of the most populous and widespread language groups in North America. Named for their common language, Algonquian, peoples from diverse nations along the Atlantic Coast from Canada and New England as far south as the Carolinas, present-day Michigan and the Great Lakes region, and much of Canada east of the Rocky Mountains all identified with the Algonquian cultural community.

This study transports your students back in time to imagine what the Eastern United States looked like centuries ago as they learn about the ingenious ways these Indigenous people used the woodlands of the Northeast to survive—and thrive. As you guide students through this unit, they will learn about the daily lives and culture of the Haudenosaunee and Algonquian peoples and the sophisticated societies they built.

In this way, this unit is designed to drive against common historical misconceptions and stereotypes about Indigenous Americans that often emerge in classrooms during a study of this history. By highlighting the innovations and achievements of the Indigenous people of the Northeast, you can reverse the misperception that Indigenous people were “savage” or unsophisticated. Students will also compare and contrast life in a Haudenosaunee longhouse village with life in an Algonquian hunter-gatherer village, helping to illustrate the diversity within Indigenous communities and address the misconception that all Indigenous peoples are “the same.” The unit ends with students learning about Indigenous American life today and some of the history of genocide and forced assimilation between the time period studied in this unit and the present. Ending the study in this way helps students recognize the place of Indigenous Americans in modern life and preempts the misconception that Indigenous communities lived only long ago.

You will use highly engaging whole-class Read Alouds to introduce or reinforce key ideas about the content—first, about the Haudenosaunee and Algonquian peoples of the Northeast. Students will also present their knowledge from this unit through project work, including building their own model village!

Connection to the Scope and Sequence: Our Grade 2 curriculum shifts students’ focus of historical inquiry from families, neighborhoods, and communities in kindergarten and first grade to now the diverse peoples who have contributed to the cultural heritage of the United States. Across all of their units this year, your second graders will grapple with diversity and cultural heritage. In particular, this unit guides students in continuing their investigation of the peoples, events, problems, and ideas that have shaped our cultural heritage by introducing the very



Image depicting an Algonquian village, taken from Legends of America.

first Americans and the Europeans who ultimately displaced them. By the end of this year, your second graders will be able to explain the diverse tapestry of Indigenous America, immigrants, and African American communities that contribute to the cultural heritage of our country.

Goals: Throughout this unit, students will develop a deep understanding of the Indigenous people of the Northeast and early colonial interactions. Students will also develop an understanding of the customs and daily life experiences of the Indigenous people of the Northeast, including precise knowledge of the ways in which life for the Haudenosaunee compared to life in Algonquin communities. They will also understand the way that European colonization along the Atlantic coast changed life for the Indigenous people of the Northeast over time.

Standards-Based Historical Content Knowledge and Essential Questions: This unit develops student understanding of the standards-based key ideas listed below. The Essential Questions are based on the National Standards for History listed in Appendix A. They also drive foundational understandings that will prepare your students for historical studies of diverse communities in the rest of second grade and beyond. This unit focuses on inspiring curiosity about different cultures and peoples who make up the diverse communities of the United States. Returning often to the following key ideas and Essential Questions as well as understanding how each lesson introduces or deepens student understanding of these ideas will help you keep instruction focused on the most important standards in this unit.

- **What did the Northeast look like hundreds of years ago? How did the Indigenous people of the Northeast use their environment?** The Northeastern region of the United States is home to a deciduous forest biome, one defined by a temperate, seasonal climate. The flora and fauna native to this environment were vast, diverse, and largely unaffected by human development, as the Indigenous people of the Northeast lived in close symbiosis with the natural world. Indeed, the Indigenous people of the Northeast depended on their

forest environment and innovatively used their natural resources to survive. While all Indigenous-American communities in the Northeast secured food, built shelters, and created tools and clothing using this environment, the way in which each community did so was different as a result of their lifestyle and the resources most readily available to them.

- What was daily life like for the Indigenous people of the Northeast? How did everyday life differ between the Haudenosaunee and Algonquian peoples? Daily life centered around the family clan and village life. The daily work of ensuring sufficient food and protection defined much of everyday life. The Indigenous people of the Northeast lived in complex societies with distinct and complementary roles and responsibilities for men, women, and children. Some aspects of daily life, such as this division of responsibility and specialization and the need to hunt and provide shelter, were shared by all Indigenous-American communities of the Northeast, but these Indigenous communities were also diverse. The Haudenosaunee people became expert farmers and settled in permanent villages with sturdy homes called longhouses. As a result, their villages also grew to be as large as several thousand people. The Algonquian people, on the other hand, lived mostly as nomadic hunter-gatherers and traveled from place to place. Everyday life among these people was oriented around this mobile lifestyle, with smaller, more nimble wigwam homes and generally smaller village communities.
- What role did storytelling play in the culture of the Indigenous people of the Northeast? What can we learn about the Indigenous people of the Northeast from stories that are still shared today? The Indigenous people of the Northeast did not develop a written language for record keeping; instead, they embraced an oral tradition, passing down stories from one generation to the next to share their history. Storytellers were highly respected members of the village community. They were responsible for preserving the history and cultural heritage of the people, including hundreds of stories, today called folklore. These stories instilled important life lessons and cultural values and attempted to explain natural phenomena. Many of these stories have been preserved through the present-day and continue to be shared by storytellers in Indigenous societies in the Northeast.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

Unit Standards (UCLA National Standards)

- **Standard 1A:** The student understands family life now and in the recent past; family life in various places long ago.
- **Standard 1B:** The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.
- **Standard 2:** The history of students' own local community and how communities in North America varied long ago.
- **Standard 5A:** Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.
- **Standard 6A:** The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.
- **Standard 7A:** The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe.

Texas Alignment (TEKS)

History:

2.2: The student understands how historical figures helped shape the community, state, and nation. The student is expected to:
(B) describe how people and events have influenced local community history.

Geography

2.3: The student uses simple geographic tools, including maps and globes. The student is expected to:

- (A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend;
- (B) create maps to show places and routes within the home, school, and community.

2.4: The student understands the location of places in their community, state, country, and the world. The student is expected to:

- (A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes;
- (B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.

Economics

2.6: The student understands the value of work. The student is expected to:

- (A) explain how work provides income to purchase goods and services; and
- (B) explain the choices people can make about earning, spending, and saving money.

2.7: The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

- (A) distinguish between producing and consuming;
- (B) identify ways in which people are both producers and consumers; and
- (C) trace the development of a product from a natural resource to a finished product

Government:

2.8 - The student understands the purpose of governments. The student is expected to:

- (A) identify functions of governments such as establishing order, providing security, and managing conflict; and
- (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.

Citizenship

2.10 - The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
- (C) identify ways to actively practice good citizenship, including involvement in community service.

2.11 - The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.

The student is expected to:

- (C) identify symbols such as state and national birds and flowers and Uncle Sam; and
- (D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.

Science, Technology, and Society:

- 2.13: Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:
- (A) describe how science and technology have affected communication, transportation, and recreation; and
 - (B) explain how science and technology have affected the ways in which people meet basic needs.

Social Studies Skills:

- 2.15: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) identify and state facts based on relevant evidence;
 - (B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;
 - (C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and
 - (D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.
- 2.16: The student communicates in written, oral, and visual forms. The student is expected to:
- (A) describe the order of events by using designations of time periods such as historical and present times;
 - (B) apply vocabulary related to chronology, including past, present, and future;
 - (C) create and interpret timelines for events in the past and present;
 - (D) use social studies terminology correctly;
 - (E) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;
 - (F) create written and visual material such as stories, maps, and graphic organizers to express ideas; and
 - (G) apply and practice classroom rules and procedures for listening and responding respectfully.
- 2.17: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others

Florida Alignment (NGSSS)

Strand 1: American History:

Standard 1: Historical Inquiry and Analysis:

SS.2.A.1.1 - Examine primary and secondary sources

SS.2.A.1.2 - Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic

Standard 2: Historical Knowledge

SS.2.A.2.1 - Recognize that Native Americans were the first inhabitants in North America.

SS.2.A.2.2 - Compare the cultures of Native American tribes from various geographic regions of the United States.

SS.2.A.2.3 - Describe the impact of immigrants on the Native Americans.

SS.2.A.2.4 - Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

SS.2.A.2.5 - Identify reasons people came to the United States throughout history.

Standard 3: Chronological Thinking:

SS.2.A.3.1 - Identify terms and designations of time sequence

Strand: Geography:

Standard 1: The World In Spatial Terms:

SS.2.G.1.1 - Use different types of maps (political, physical, and thematic) to identify map elements

SS.2.G.1.2 - Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

SS.2.G.1.3 – Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

SS.2.G.1.4 - Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

Strand: Economics:

Standard 1: Beginning Economics:

SS.2.E.1.1- Recognize that people make choices because of limited resources.

SS.2.E.1.2- Recognize that people supply goods and services based on consumer demands.

SS.2.E.1.3- Recognize that the United States trades with other nations to exchange goods and services.

Strand: Civics and Government:

Standard 1: Foundations of Government, Law, and the American Political System:

SS.2.CG.1.1 - Explain why people form governments.

SS.2.CG.1.2 - Explain how the U.S. government protects the liberty and rights of American citizens.

Standard 2: Civic and Political Participation:

SS.2.CG.2.2 - Describe the characteristics of responsible citizenship at the local and state levels.

SS.2.CG.2.4 – Recognize symbols, individuals and documents that represent the United States.

ROADMAP

Daily guidance for instruction in this unit.

At a Glance Unit 2: Indigenous people of the Northeast and Early Colonies								
Day	Lesson	Type	Day	Lesson	Type	Day	Lesson	Type
1	1	Read Aloud	16	9	Content Booster C	31	17	Content Booster F
2	1	Read Aloud	17	9	Content Booster C	32	17	Content Booster F
3	2	Content Booster A	18	10	Read Aloud	33	18	Read Aloud
4	2	Content Booster A	19	10	Read Aloud	34	18	Read Aloud
5	3	Read Aloud	20	11	Content Booster D	35		Review
6	3	Read Aloud	21	11	Content Booster D	36		Assessment
7	4	Content Booster B	22	12	Project: Models	37		Flex Day 1
8	4	Content Booster B	23	12	Project: Models	38		Flex Day 2
9	5	Read Aloud	24	13	Project: Models	39		Flex Day 3
10	5	Read Aloud	25	14	Read Aloud	40		Flex Day 4
11	6	Project: Collage	26	14	Read Aloud	<ul style="list-style-type: none"> • Use and move flex days around as needed! • Reference your Scope and Sequence for scanning deadline! 		
12	7	Project: Collage	27	15	Content Booster E			
13	7	Project: Collage	28	15	Content Booster E			
14	8	Read Aloud	29	16	Read Aloud			
15	8	Read Aloud	30	16	Read Aloud			