Unit Plan

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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


Student Objectives/Learning Outcomes

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?

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?

Content Questions

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 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)

- [ ] Camera
- [x] Computer(s)
- [ ] Digital Camera
- [ ] DVD Player
- [x] Internet Connection
- [ ] Laser Disk
- [x] Printer
- [ ] Projection System
- [ ] Scanner
- [ ] Television
- [ ] VCR
- [ ] Video Camera
- [ ] Video Conferencing Equip.
- [ ] Other

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

- [ ] Database/Spreadsheet
- [ ] Desktop Publishing
- [ ] E-mail Software
- [ ] Encyclopedia on CD-ROM
- [ ] Image Processing
- [x] Internet Web Browser
- [ ] Multimedia
- [ ] Web Page Development
- [x] Word Processing
- [ ] Other
### Printed Materials

- *The Pilgrims of Plimoth* by Marcia Sewall
- *People of the Breaking Day* by Marcia Sewall
- *Thunder from the Clear Sky* by Marcia Sewall
- *A Plymouth Partnership: Pilgrims and Native Americans* by Susan Whitehurst

New England land deeds (with translation) between Native Americans and New England colonists (will need more than one to study the wording differences)

Activity handouts

### Supplies

Pens, pencils

### Internet Resources

- William Bradford agreement between Squanto and Pilgrims (short cartoon) from You Tube
  

### 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

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