

Standards Correlated to **Teaching through Text Sets: American Indians in the 1800s 20192**

New York Core Curriculum

Grade 5

Social Studies

- STRAND / DOMAIN NY.1. History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
- CATEGORY / CLUSTER 1.3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.
- STANDARD 1.3.1. Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.

Correlated Lessons:

Objective 11: Understand how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.

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Objective 12: Know about the forced relocation of American Indians and how their lives, rights, and territories were affected by European colonization and expansion of the U.S.

Anchor Text, page 18; Supporting Text, pages 20 and 22; Supporting Text 2, page 24; Supporting Text 3, page 26; Extension Text, page 28; Culminating Unit Assessment, page 31

- STANDARD 1.3.2. Students classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.

Correlated Lessons:

Objective 12: Know about the forced relocation of American Indians and how their lives, rights, and territories were affected by European colonization and expansion of the U.S.

Anchor Text, page 18; Supporting Text, pages 20 and 22; Supporting Text 2, page 24; Supporting Text 3, page 26; Extension Text, page 28; Culminating Unit Assessment, page 31

- CATEGORY / 1.4. The skills of historical analysis include the ability to: explain the

- CLUSTER significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.
- STANDARD 1.4.1. Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.
- Correlated Lessons:
Objective 12: Know about the forced relocation of American Indians and how their lives, rights, and territories were affected by European colonization and expansion of the U.S.
Anchor Text, page 18; Supporting Text, pages 20 and 22; Supporting Text 2, page 24; Supporting Text 3, page 26; Extension Text, page 28; Culminating Unit Assessment, page 31
- STRAND / DOMAIN NY.2. World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
- CATEGORY / CLUSTER 2.1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.
- STANDARD 2.1.3. Students study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.
- Correlated Lessons:
Objective 11: Understand how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.
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- CATEGORY / CLUSTER 2.4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.
- STANDARD 2.4.2. Students explore the lifestyles, beliefs, traditions, rules and laws, and

social/cultural needs and wants of people during different periods in history and in different parts of the world.

Correlated Lessons:

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