

Lesson Plan

Essential Questions

Overarching Question:

Why are where, what, when, who, why, and how important?

Sub-Questions:

How does geography, climate, and natural resources affect the way people live(d) and work(ed)?

- What do we mean by "region"?
- What do we mean by "resource"?

Who are American Indians?

- Where did the American Indians live?

How did geography and climate affect the way Native American groups met their basic needs?

How did Native Americans use natural, human, and capital resources?

In which areas did the Native Americans live?

- Where do Native Americans live today?

Standards

Virginia SOLs

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1865;
- d) interpret ideas and events from different historical perspectives;
- e) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;
- b) locating where the American Indians lived, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);**
- c) describing how the American Indians used the resources in their environment.

Objectives

- Students will be able to explain how geography and climate affected how the various American Indian groups met their basic needs and lived.

Materials

Student Materials

- Should already have:
 - Map of the Native Americans' Geographic Regions of
- Group Project Instructions and division of labor
- Self-Assessment and learning organizer: Native American Tribe Characteristics
- Learning folder (plain two pocket folder with 3-hole punch in middle)
- Variety of leveled books
- Access to computers
- Variety of reference books (or library time)

Teacher Materials

- prepared materials (student sheets)
- overhead projector/Smart Board or computer projector
- craft materials

Procedures**Engage/Pre-Assessment (20 minutes):**

Pre-assessment of background knowledge of the tribes and regions of North America using the Native American Characteristics graphic organizer.

- 1) Students will be given the chart, "Native American Characteristics", which they will be working with for lessons 3 and 4.
 - The chart will be used as a formative pre-assessment and a graphic organizer during instruction.
 - This organizer could also be used as a summative assessment at the end of lesson 3 to gage how much is recorded/remembered/known about the topic of Native American tribes in the US.
 - While passing out the charts, remind students that this will not be graded because this chart will serve as a tool for learning during our lessons.
 - Tell the students that we will add to and check/revise the chart as we learn more, so no need to fill out every square. They only need to fill in what they "know" and "think they know".
- 2) As we revise, we could use a single line through any information that we decide to change so we can see how our understanding has changed and developed.
 - Students could use black pen or pencil for the first time.
 - Students could use a different color for any information that they add so the teacher and the students can see a visual representation of their progression of learning as

Individual/Group Investigation (1 to 2 ½ hours, but may need to be divided into two-three days and additional time allotted for research and/or product completion):

- 3) Instruct students that each cooperative group will be researching and presenting information about their Native American tribe.
- 4) Explain to students that they will individually be responsible for researching 4 topics each about their tribe.
 - Explain that the students can demonstrate their understanding of each of these aspects in a variety of ways in a method of their own choosing.
 - a poster
 - a powerpoint presentation
 - brochure
 - a model or diorama
 - a skit
 - reading a story to the class
 - a dance
 - costumes
 - drawings/diagram/comic strip
 - timeline
 - or another method (with teacher approval)
- 5) Explain that the students will discuss and decide who is responsible for each square, but that all squares must be assigned.
 - Remind students that they should peacefully decide who is doing what and that it is fair to choose at least one square that they may not be as interested in.
 - Suggest to students that they could rank their top five before conferencing as a group. **MONITOR CLOSELY DURING THIS DECISION PROCESS.**
 - Remind students to circle the letter of the square(s) they are responsible for. Additionally, they should write on their own paper the names of who is responsible for each of the other squares.
- 6) Explain that each group will present their tribes' information to the rest of the class by:
 - An oral presentation of approximately 10-15 minutes to their fellow classmates.
 - Explain that this shouldn't be difficult because this presentation can be both oral and visual. If a part is visual, then the student should explain it as needed.
 - Remind students that there are 16 squares to present, so if each square takes 1 minute, then that would make a total 16 minutes.
 - Remind students that every group member is expected to participate in the presentation, such as explaining what you made or contributed.

OR

- Have students take a "Gallery Walk" using the Native American Characteristic sheets.

- "Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking."
 - "In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups."
 - "Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or 'station' has its own question that relates to an important class concept."
 - "The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question."
- 7) Explain the instruction sheet for the group project. Allow time for questions.
- Explain to students that they will additionally be keeping track of their research using note cards or a research organizer.
 - Provide handouts of the note cards or research organizers as needed.
 - Instruct students that their research note cards and/or research organizers are important because it helps them to track information
- 8) Provide research time in the classroom, on computers, and the school library providing multiple texts at different levels and resources.
- 9) Conference with groups to make sure that all squares have been decided upon.
- 10) Allow students access to a variety of craft materials also.
- 11) This activity can be on-going or completed over several class periods

Closing:

- 12) Strategies for "Reporting Out" will vary based on what products they choose to create.
- A sample rubric has been included, but should be tailored to meet the teacher's needs based on informal formative assessment as the students work.
- 13) Students will be instructed to retrieve their learning folders and to get out their Native American Characteristics charts.
- 14) Remind students to choose a different color for recording new information and to draw a single line through any information that they decide to change/delete.
- 15) As each tribe presents, have students take notes on their charts.

Assessment

Assessment (Before):

Formal and Formative: Students will be filling out their "Native American Characteristics" organizers to recall any information that they may already know.

- The chart will also be used as a formal and formative assessment during instruction as a graphic organizer for content.
- This organizer could also be used as a formal and summative assessment at the end of lesson 4 to gauge how much is recorded/remembered/known about the topic of Native American tribes in the US or reviewed for content and depth along with observing students' revisions to the content.

Assessments (During):

Teacher has made mixed-ability groupings based on the learning profile and reading comprehension levels, yet still flexible based on formative assessments if the student needs indicate a move is required.

Formal and Formative: Students will be filling out their "Native American Characteristics" organizers during group presentations as a graphic organizer for content. This organizer could also be used as a formal and summative assessment at the end of lesson 5 to gauge how much is recorded/remembered/known about the topic of Native American tribes in the US or reviewed for content and depth along with observing students' revisions to the content.

Informal and Formative: Observation for students' collaboration, comprehension, observations, participation, progress, and understandings. Anecdotal notes if desired would also be a part of this informal formative observation. Teacher observation of during collaborative group work and conferencing with groups/students to share their research and observations would also be a component of this. This will drive suggestions for focus or deficits in information.

Formal and Formative/Summative: Students have a checklist provided by the teacher to self-monitor individual progress and collaboration with their group.

Assessments (After):

Formal and Formative/Summative: Students have a checklist provided by the teacher to self-monitor individual progress and collaboration with their group which could be assessed by the teacher.

Formal and Summative: A rubric for assessment of each student's presentation should be used. According to Burke (2009), rubrics are appropriate for assessment of performance tasks.

Differentiation

Flexible grouping based on ability, interest, learning profile, or reading comprehension levels is advised. Divide the students into groups of 4 to 6 students. Keep in mind special needs, English Language Learners, Special Education, Gifted students and any students with difficult behavior when creating the groups. Determining groups in advance to allow for differentiation in grouping. Lower students, grouped together can work with the teacher.

Content and Process differentiated by learning profile and reading comprehension levels (readiness) into heterogeneous collaborative groups (will be used again later for their projects on the different tribes). Readiness cannot be directly ascertained at this time; in the future groupings by readiness could be created by analyzing reading comprehension levels, formal formative pre-assessment, or from past performance on social studies or other subject topics. Each group should include students from high, middle, and low reading comprehension levels to help support learners needs, except for group 6. Group 6 should include students have been selected or volunteered to lead the Structured Academic Controversy (SAC) found in Lesson 3. This collaborate group process was selected because many students have an interpersonal learning tendency.

Content differentiated by interest using a choice board. Since the students have been divided up into heterogeneous groups based on their learning profile, each student theoretically will be interested in different topics based on their output tendencies, such as graphic verses auditory (Tomlinson, 2001).

Content differentiated by learning profile and readiness through access to multiple texts at different comprehension levels and different resources, such as the internet. Students benefit from a variety of sources at different levels that present information in different formats (Burke, 2009). "Furthermore, print difficulty ranges from picture books for our ESOL students to more complex biographies and encyclopedias for our students who receive GT services and those who are at an advanced literacy level" (Exemplar provided by Professor Dodman).

Products differentiated by learning profile and interest. The use of collaboration and cooperation for completing their American Indians Peoples project utilizes an interpersonal output tendency. Students are also allowed to choose what products they create to cover the topics which they selected. The options for varied modes of expression allows for students to understand and to connect with the topic on a deeper level (Tomlinson, 2001). It also allows for students to create products using Gardner's multiple intelligences.

Process differentiated by learning profile by using multiple graphic organizers and use of pictures. I have categorized this as a process differentiation rather than content because it is an instructional strategy (Burke, 2009) where essentially the content (general topics or the six different categories) being inferred is essentially the same, even though the different tribes will be making different observations because of the different pictures. I also concluded that this is process because it is also being used by students to form their own understandings rather than by the teacher to deliver content, or information, to the students directly (Tomlinson, 2001). The use of pictures for the activities will also assist with this learning tendency, but is content differentiated by learning profile because it is being used to convey ideas.

Accommodation

As the students are exploring, the teacher will:

- Walk around and help ESOL students who may be having trouble filling out their graphic organizers. Re-read directions/check for comprehension of instructions, questions, and terms during group and individual work.
- ESOL: allow for group/buddy-work, pictorial, or oral response and teacher records on sheet during individual activity.
- Provide gentle reminders to stay on task and for students to help their fellows also stay on task.
- Provide explicit instruction and scaffolding as needed to support the learners.

Name: _____

Date: _____

Native American Group Project

Each cooperative group will be given the name of a Native American tribe and region. My group has the following Native American tribe and region:

_____ Due Date: _____
 Native American Tribe _____ Region _____

1. Each group is expected to make a presentation of approximately 10-15 minutes to their fellow classmates. This presentation can be both oral and visual. Options include making/doing:
 - a) a poster
 - b) brochure
 - c) a skit
 - d) a dance
 - e) timeline
 - f) or another method (has to be approved by Ms. Resch)
 - g) a powerpoint presentation
 - h) model or diorama
 - i) reading a story to the class
 - j) costumes
 - k) drawings/diagram/comic strip
2. EACH GROUP MEMBER is expected to participate in the presentation, such as explaining what you made or contributed.
3. Research time will be provided in the computer lab and the school library.
 - Your research note cards or research organizer from your sources MUST be turned in when your group gives your oral presentation.
4. Your group will discuss and decide which student is responsible for each square. Circle the letter of the square(s) you are responsible for researching below. (Pick 4 squares each):

*Map of location	*Tribes & Languages	*Climate, Environment, & Landscape	*Natural Resources
Housing	Food	Clothing	*Transportation
Daily Life/ Customs	Crafts/Art	Religious Beliefs/ Ceremonies	Oral traditions or Origin Stories
*Present Day location(s)	Great Leaders	Notable or Special Events	Interesting Fact(s)/ Pictures

* are for Group 6 only.

Tribal Project Rubric

Student Name: _____

CATEGORY	3 — Exceeds expectations	2 — Meets Expectations	1 — Needs Improvement	0 — Missing/ Absent
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Content	Demonstrates a full understanding of all 4 of their topics.	Demonstrates a basic understanding of their 4 topics.	Demonstrates a basic understanding of parts of their 4 topics but has inaccurate information OR is missing one of their topics.	Does not demonstrate an understanding of 3 OR more of their topics or is missing 2 or more of their topics.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely or does not listen to, shares with, and supports the efforts of others in the group. Often is not a good team member.

Total: _____/15

Name _____

Date _____

Native American Characteristics

Directions: Fill in information that you remember for each of the Native American groups listed below. List as many things as come to mind.

TRIBE NAME	REGION OF THE COUNTRY	CLIMATE	LOCATION/ LANDSCAPE	TYPE OF SHELTER/HOUSING	FOOD	NATURAL RESOURCES	TRANSPORTATION
Inuit	Arctic						
Kwakiutl	Northwest Coast						
Lakota	Great Plains						
Pueblo	Southwest						
Iroquois	North Eastern Woodlands						
Cherokee	South Eastern Woodlands						

