

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?
- Where did the American Indians live?

How can we interpret the past?

- What can we legitimately infer about the artifacts we find?
- What can we learn about a culture through its art forms?

Standards

Virginia SOLs

USI.1 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) **interpret ideas and events from different historical perspectives;**
- f) **analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.**

USI.2 Describing how the American Indians used the resources in their environment.

- b) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
- c) recognize key geographic features on maps, diagrams, and/or photographs.

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 the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and North-Eastern Woodlands (Iroquois)**
 - * Add Cherokee as South-Eastern Woodlands
- c) **describing how the American Indians used the resources in their environment.**

Objectives

- Students will be able to describe and explain how geography and climate affected how the various American Indian groups met their basic needs.
- Students will be able to analyze how artifacts/artforms, primary sources, and secondary sources can teach us about a culture.

Materials

Student Materials

- graphic organizers titled "Native American Characteristics"
- learning folders (plain two pocket folder with 3-hole punch in middle)
- pictures from the tribes printed as handouts (see powerpoint)
- graphic organizers titled "What can we infer from pictures?"
- pictures of artifacts from each tribes printed as handouts (see powerpoint)
- graphic organizers "Artifact Analysis"
- OR replace pictures printouts with access to computers and the internet to view

<http://msreschsguidetoamericanindians.weebly.com/artifacts-and-primary-sources.html>

Teacher Materials

- powerpoint document
- prepared materials (graphic organizers, pictures)
- overhead projector/Smart Board
- chart paper or white/chalk board

Procedures

Engage/Explore (15 to 20 minutes):

1. The teacher will play authentic Native American music while having the students participate in a "Pow Wow".
2. The students and teacher will form a circle and participate in the traditional "Naming/Honoring Ceremony."
3. The teacher will be the Name Giver or kabir, but may let the students also propose names by modeling with examples such as: "One-who-runs-like-lighting", "Brings-Good-News", "Speaks-Gently", "Rising-Fire-Eagle", and "Generous-Water-Flower".
 - If students are to give names, the teacher will instruct the students to think of a positive/good characteristic about the student on their left.
 - Give wait time for students to think.
 - Teacher may alternately have the students to turn and talk to their neighbor to the left and right also.
 - Add the additional instruction that the individual being named or the group can help if the student who is doing the naming cannot think of anything.
 - Then go clockwise around the circle, and each student will then give the student to their left a name based on their positive characteristics. Again, allow individual being named or the group to volunteer to help in the naming.
 - Instead, students could think of a name of anyone in the class and volunteer to name someone, or be called on.

Explain (5 to 10 minutes):

- 1) Assign students to the heterogeneous groups as listed above and by using the slide with the tribal groupings in the attached powerpoint.
 - (These will be the same groups used throughout lessons 1 & 2 unless a student's needs indicate a move is necessary).
- 2) Students will separate into their tribal groups in an orderly fashion.
- 3) Once students have settled, show students the picture of "Housing of Cherokee Native Americans" from the Power Point (see attached) on a projector or as an overhead.
- 4) Instruct students Turn and Talk within their tribal group about what they observe in the picture and to infer what that may tell them about the tribe.
 - Check for understanding of the word "infer" with a thumbs-up, sideways, or -down.
 - Call on a student who indicates with a thumbs-up to share what they think "infer" means.
- 5) After a few minutes, have students return attention to a whole group discussion.
- 6) Ask the students open-ended questions, such as:
 - "What were some observations your groups made?"
 - "What do you notice in this picture?"
 - "What does this tell you about the tribe?"
- 7) Teacher will record a list of what they see on the chalk/white board or poster paper.
 - Once the students have made 10 to 20 observations, introduce the "What can we infer from pictures?" graphic organizer on the overhead projector (see Power Point) for students to see.
 - Have students suggest where to categorize their ideas from the board into this chart.
 - If students are having difficulty, give an example from their list that shows how to make the connection between the climate and landscape of the region and the way the Native people (in the picture) live and work.
- 8) Leave chart up on the board as a model for students to refer to during small group discussion.

Elaborate (20 to 30 minutes):

- 9) Instruct students that they will now infer information about their individual tribal groups using all three pictures which they will record as a group on the graphic organizer titled "What can we infer from

pictures?"

- 10) Check for understanding of the word "infer" again with a thumbs up, sideways, or down.
 - If more than 4 students indicate with a thumbs-down, then teacher should provide more clarification with synonyms or examples.
- 11) Next, pass out to each student group:
 - The three pictures (not artifact picture) from their tribal area (see powerpoint attached for printing instructions in notes sections)
 - One copy per group of the graphic organizer titled "What can we infer from pictures?"
- 12) Remind students that these pictures are of the Native American tribe that they will be studying as a group
 - Remind students to use their prior knowledge to help them and to work as a collaborative group.
 - Remind students of how it looks and sounds as we work in collaborative groups.
- 13) Also, have students decide who will be the recorder for the group, but also encourage that they can take turns to allow more than one person to write information down.
- 14) Teacher is to circulate, observe for observations, understanding, comprehension, and participation.
 - Take anecdotal notes if desired.
 - Look at sheets occasionally or have students share observations during circulation.
- 15) Allow for 15 to 20 minutes for students to discuss the first three pictures.
 - Suggest that students make two or more observations per square.
- 16) As students in a group seem to have run out of things to say, give two more minutes for and introduce individual groups to their group's artifact (see powerpoint for pictures of artifacts).
 - Give each student in the group a picture of the artifact and the "Artifact Analysis" organizer
 - Instruct students that they will be completing this sheet individually.
- 17) Check for understanding of directions and questions with ELL students or others that may need assistance during group and individual activities.

Closing (5 to 10 minutes):

- 18) Once completed, have students get out their learning folders with the organizer, "Native American Characteristics"
 - The teacher will put back up on the projector the same chart via the powerpoint.
 - Using a different color writing utensil, have students revise and add any new information to the individual organizers
- 19) Ask groups for their observations or inferences about their tribe.
- 20) Have the groups share with the class what they learned by asking students open-ended questions, such as:
 - "Have we learned anything new about the different tribal areas based on the pictures?"
 - "Is there any information that we should we change?"
- 21) The teacher will assist in revising the master chart in the powerpoint but allow for students to assist if a smartboard is present.
- 22) Ask students if there are any boxes that are empty or if the information may need to be "verified" (check for understanding with thumbs-up, sideways, or down for this word and provide clarity as needed).

Assessment

Pre-assessment (Before):

Informal and Formative: Students will be filling asked to recall any information that they may already know.

Assessments (During):

Informal and Formative: The turn and talk is an informal assessment because it allows the processing of information and then the information is discussed as a group to check for understanding.

Informal and Formative: Teacher will use informal checks for understanding of vocabulary during instruction via method of hand signals (Thumbs Up/Thumbs Down) to determine student understanding.

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 individual sheets during collaborative group work would also be a component of this.

Informal and Formative: The graphic organizer "What can we infer from pictures?" is informal because

it will be completed by group collaboration. It is also being used to guide students' discussions in their groups. This sheet is also informal and formative because it will also be discussed as a group and used to fill in the "Native American Characteristics" ensuring that the important information is addressed.

Formal and Summative: The graphic organizer/sheet "Artifact analysis" is an individual assignment and will be graded, so it is a formal and summative assessment. However, differentiation exists in this assessment because it will be given as students see "ready" to move on to the next task, so it is differentiated in its process by readiness.

Differentiation

Flexible grouping based on ability, interest, learning profile, or reading comprehension levels is advised. Divide the students into groups of 2 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 differentiation by learning profile using modeling. Students also benefit from modeling so the teacher will model what the collaborative groups will be doing with each picture while using the same organizers that they will be using as groups. The teacher should also model as needed using the same graphic organizer that they will be individually completing.

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.

Process differentiated by learning profile and reading comprehension levels (readiness) into heterogeneous collaborative groups except for group 6. Readiness cannot be directly ascertained, but if this was an actual classroom, readiness could be determined based on the formal formative pre-assessment or from past performance on social studies topics. The exception is Group 6, which these students have volunteered or been selected based on AAP/GT status to lead the Structured Academic Controversy (SAC).

Products differentiated by learning profile. The use of collaboration and cooperation for completing the "What can we infer from pictures?" organizer utilizes the interpersonal output tendency. Through the use of graphic organizers and the option to draw on the "artifact analysis" organizer, the text/graphics based output tendency is also addressed in the different products.

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.

Names _____

Date _____

What can we infer from pictures?

Geographic Region Studied: _____

(Arctic, Northwest, Plains, Southwest, North-Eastern Woodlands, and North-Eastern Woodlands)

Directions: Study your pictures. Fill in the chart to show what you see in the picture, or what resources you think they would have by living in this region.

CLIMATE	SHELTER	FOOD
What is the weather like throughout the entire year?	Type of homes?	What do they eat?
LANDSCAPE	NATURAL RESOURCES	TRANSPORTATION
What geographic landforms do you see?	What is valuable in their land for use or for trade (sell)?	How do they get from place to place?

Name: _____

Date: _____

Artifact Analysis

1) TYPE OF ARTIFACT

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

2) SPECIAL QUALITIES OF THE ARTIFACT

Describe how it looks: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it. (or draw the Artifact)

3) USES OF THE ARTIFACT

a) What might it have been used for?

b) Who might have used it?

c) Where or when might it have been used?

4) WHAT DOES THE ARTIFACT TELL US?

a) What does it tell us about technology of the time in which it was made and used?

b) What does it tell us about the life and times of the people who made it and used it?

c) Can you name a similar item today?

