

## 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)?

Who are American Indians?

How can we interpret the past?

What can we learn about a culture through its art forms?

### Standards

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;**

**d) interpret ideas and events from different historical perspectives;**

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

a) Locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois)

\* Add Cherokee in South-Eastern Woodlands

b) Describing how the American Indians used the resources in their environment.

English

6.1 The student will participate in and contribute to small-group activities.

a) Communicate as leader and contributor.

b) Evaluate own contributions to discussions.

c) Summarize and evaluate group activities.

d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations.

a) Distinguish between fact and opinion.

b) Compare and contrast viewpoints.

c) Present a convincing argument.

d) Paraphrase and summarize what is heard.

e) Use language and vocabulary appropriate to audience, topic, and purpose.

6.7 The student will write narration, description, exposition, and persuasion.

a) Identify audience and purpose.

b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.

c) Organize writing structure to fit mode or topic.

d) Establish a central idea and organization.

e) Compose a topic sentence or thesis statement if appropriate.

f) Write multiparagraph compositions with elaboration and unity.

g) Select vocabulary and information to enhance the central idea, tone, and voice.

h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.

i) Revise sentences for clarity of content including specific vocabulary and information.

### Objectives

Students will be able to analyze and argue different historical perspectives of the Native Americans and the US government/citizens.

Students will be able to compose and dramatize a narration (folktale or personal story) based on traditional American Indian techniques.

### Materials

Student Materials

- Variety of leveled books on history of the Cherokee and US Treaties with American Indians
- Variety of leveled books of Native American folktales and printouts from web sites
- Access to computers or writing utensils
- Variety of reference books (and/or library time)

## Teacher Materials

- prepared materials (student sheets)

**Procedures*****Modified Structured Academic Controversy (For Group 6)***Introduction (to group 6 only):

Note: The students in group 6 have been identified to receive GT/AAP services or have indicated that GT/AAP services may be appropriate for them (EA) in the Classroom composite.

However, they will participate in a Structured Academic Controversy (SAC), see below, which they will then present their findings to the class in a tribal council meeting.

According to a document from

<http://daretodifferentiate.wikispaces.com/Structured+Academic+Controversy> "Controversy can fuel some great discussions and cultivate rich thinking and language. Developed by David and Roger Johnson (Johnson & Johnson, 1995), structured academic controversies (SAC) emphasize communication, perspective-taking, and problem-solving. And unlike debates, students work together to collaborate on a resolution to the controversy after they have taken both sides of the issue. Also, SACs are easier to put together and facilitate in a class period, they are less competitive—there is no 'winner' or 'loser.'

The basic steps are as follows:

1. Students get in groups of four and pick an issue.
2. Students split up into pairs and take sides of the issue. They research this side of the issue and develop logical, compelling, well-reasoned arguments.
3. Groups of four form again and present their arguments. As one pair presents, the other pair listens, analyzing the strengths and weaknesses of the arguments.
4. Both sides discuss their positions and try to respectfully and academically challenge the other positions.
5. Pairs switch sides of the issue, split apart briefly to discuss and look for the most persuasive arguments to defend the side that they had previously argued against.
6. Students get back into groups to defend their new sides.
7. Groups select the best reasoning from both sides and synthesize them into a new position to which all can agree. Since both pairs took both sides, it is more likely that they will not compete as they draft a synthesis. They write a short report that explains their discussion and conclusions."

Activities (1 hour to 1 ½ hours):

*For Group 6 only (30 minutes to 1 hour):*

Based on the above description, these students will research differing perspectives of the treaty between the US government and the Native Americans, specifically the Cherokees. Additionally, these students will research the Trail of Tears. Since only three members are in group 6, they will work together to research both sides and then to present the opposing views to the whole group. Also, rather than providing a short report as suggested in the SAC description, they will record their findings using the organizer below. They will use this organizer during the tribal council meeting.

These two videos that could be used to illustrate the different viewpoints.

European's view of Manifest Destiny: <http://www.youtube.com/watch?v=YLmUhT9QOIE>

Natives' view of the Trail of Tears: <http://www.youtube.com/watch?v=Np-TYoZE5NM>

Instruct the students in group 6 that since they will be discussing a controversy, they should remember to use appropriate argumentation skills (see the below for these rules, powerpoint slide, and on my webpage <http://msreschsguidetoamericanindians.weebly.com/> ).

**Tribal Council Meeting with US Representatives (30 to 45 minutes):**

- 1) Have the students from group 6 at the front to lead the meeting between the tribal leaders and the US representatives.
- 2) Then, using the powerpoint slide, divide the students into the two groups, tribal leaders and the US representatives.
- 3) Read the slide for appropriate argumentation skills verbatim.
  - I can appropriately criticize ideas, but not people.
  - I remember that we are all in this together, sink or swim. I help the group focus on coming to the best decision possible, not on winning any argument.
  - I encourage everyone to participate and to master all the relevant information.
  - I listen to everyone's ideas, even if I don't agree.
  - I appropriately ask for clarity.
  - I try to understand both sides of the issue.
  - I change my mind when evidence clearly indicates that I should do so."
- 4) Let students in group 6 present the differing sides in 10 to 15 minutes for each side.
- 5) Allow for the rest of the class to ask questions of Group 6.
  - Teacher could join group 6 as an additional support for answering questions. However, encourage the members of group 6 to lead the discussion.
- 6) All members of the class can write a short response (paragraph) to this argument (10 to 15 minutes).

**Tell Me a Story!**

- 1) Depending on what works best for the class, have students read a variety of American Indian folktales.
- 2) It is highly recommended that the teacher works with the school librarian for assistance in finding and selecting a variety of Native American folktales from the nations that were covered.
- 3) The stories could be read individually and aloud to the whole class.
  - *(Yes, even 6<sup>th</sup> graders enjoy a listening to a book read out loud!)*
- 4) This activity would work well during writing workshop.
- 5) Have whole or small group discussion of the meanings of the words folktale, legend, myth.
- 6) In small leveled reading groups, select and read a folktale that is the appropriate level.
- 7) Allow students to work individually or in collaborative groups to create a dramatization using the elements of a folktale or a retelling of a traditional American Indian folktale.
- 8) Allow students to also look at folktales from other cultures and countries as well, such as if the relatives are from outside the United States.
- 9) Provide scaffolding as needed, such as peer or teacher conferencing and graphic organizers.
- 10) Students may want to work with the media specialist to record a video of their tale like this one here, <http://youtu.be/hwfaSauFhqY>
- 11) Remind the students to think about and discuss the answers to these questions as they plan their dramatizations:
  - What is the main idea of the story?
  - Who are the main characters in the story?
  - What are the important events in the story?
  - How does the story end?
- 12) Encourage students to take notes as they plan their presentations.
- 13) Encourage students present their dramatizations to the class or share with younger grades.

**Assessments:**

(During)

**Informal and Formative assessment:** Teacher conference with group 6 while they work on this project will provide immediate feedback to this group.

**Formal and Formative assessment:** The organizer will assist the students in organizing their ideas for use in the product (leading a whole group discussion).

**Informal/Formal and Formative assessment:** Guided reading groups.

**Formal and Formative assessment:** Students demonstrate effective use of prewriting strategies including graphic organizers to generate and organize ideas.

**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.

(After)

**Formal and Summative:** Evaluation of students' writing based on writing mechanics, content, and rationale.

**Formal and Summative:** Evaluation of effective and appropriate use of the elements of folktales and writing conventions, such as audience, purpose, language, vocabulary, central idea, tone, plot, and unity.  
**Informal/formal and Summative:** Teacher could write an evaluation for each member of group 6 based on anecdotal notes taken during their group research and the whole group discussion based on English SOLs 6.1 and 6.1.

### 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, Process, and Product differentiated by student choice, readiness, and Learning profile.

The students who are leading the SAC have volunteered to participate or have been identified to receive GT/AAP services or have indicated that GT/AAP services may be appropriate for them. Having the story telling activity being very open-ended allows for differentiation based on individual class needs. Use of the writing workshop and guided reading groups differentiates content based on readiness. Both of these activities are meant to encourage these students to go deeper into the subject of land as a resource and to look into opposing views.

### 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.

Name: \_\_\_\_\_ Fable: \_\_\_\_\_

## Fable Dissection Chart

Exposition (Characters and Setting)	
Rising Action (Events leading to conflict)	
Conflict (Struggle in the Story)	
Falling Action (Events Resulting from Conflict)	
Moral (Lesson)	

## Rubric for Narrative Writing: Writing a Narrative Essay

<b>Assessment Scoring Guide:</b>	4 — Strong
	3 — Competent
	2 — Developing
	1 — Emerging
	0 — Not Yet

Category	Writing Characteristic	Self-Score	Peer Score	Teacher Score
Focus and Construction of Knowledge	The narrative establishes and maintains focus on a true event and reflects on the significance of the event (possibly through reactions to the event).			
	Writer analyzes, interprets, or evaluates the significance of the event on his or her life.			
	Writer demonstrates a clear understanding of the narrative as it pertains to task, purpose, and audience.			
Organization and Elaboration	The narrative is organized in order of events through time with an appropriate beginning, middle, and end; any flashbacks are used effectively; events and reactions are logically presented.			
	Writer sustains unity throughout the finished piece by use of smooth transitions and treatment of details.			
	Narrative shows clear evidence of having been worked through a number of stages in the writing process, including prewriting, drafting, and revision.			
Voice and Word Choice	Writer's voice and use of language contribute to the reader's understanding and enjoyment; the writing effectively engages the reader.			
	Opening and closing reflect writer's awareness that the audience may be the writer him- or herself and/or a close family member or friend.			
	Word choice and figurative language are lively, vivid, and appropriate to task and audience.			
Construction of Language	The writer constructs language in a way that is appropriate and effective to task, purpose, and audience.			
	The writer shows effective use of pronoun and antecedent agreement.			
	Control of formatting, conventions, punctuation, and usage enhances stylistic effect; spelling and capitalization are correct.			

[http://www.emcp.com/language\\_link\\_cd/images/Pine-Level-WB-Part-4087.gif](http://www.emcp.com/language_link_cd/images/Pine-Level-WB-Part-4087.gif)

Adapted and Created by Alexandria (Ali) Resch  
[Alexandria.R.Resch@gmail.com](mailto:Alexandria.R.Resch@gmail.com)

Fall 2012

## Structured Academic Controversy (SAC) Organizer

Native American's Views	US Government's/Citizen's Views