

## TITLE LESSON PLANNER

Strand(s): Social Studies: Native Americans Unit	SOL objectives: Social Studies: English: Technology: 2.5.1, 2.5.7, 2.3.5, 2.3.6, 2.3.7, 2.1.14, 2.2.2, 2.27, 2.2.8
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### 1. DESIRED RESULTS

#### *Enduring Understandings (BIG ideas)*

Native Americans were the First Americans, and they were a diverse people.

People adapt their lifestyle to wear they live.

#### *Essential Questions*

#### *Knowledge and Skills*

How did the Native Americans adapt their lifestyle based on where they lived?

What contributions did the Native Americans make?

How are the Native Americans similar and different?

- Compare lives and contributions of Native Americans (homes, tools, occupations, transportation, and food)
- Describe the 3 tribes and where they lived (Powhatan/Eastern Woodlands, Pueblo/Southwest, and Sioux/Plains)
- Locate regions on a map
- Describe adaptations, climate, land, and plant life

#### (Subject) Vocabulary

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### 2. ASSESSMENT EVIDENCE

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
<ul style="list-style-type: none"> <li>• Read handout books on each tribe and discuss the aspects of each tribe (Chart)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group research teams assigned 1 tribe to research</li> <li>• Locate information to specific questions about the tribe</li> <li>• Enter information into database</li> </ul>	<ul style="list-style-type: none"> <li>• Present database to peers (Could create a poster, as well)</li> </ul>

### 3. LEARNING ACTIVITIES/INSTRUCTION (35-45 min)

Introduction (hook)	What students are doing	Conclusion
<ul style="list-style-type: none"> <li>• Play tribal music</li> <li>• Show a Unitedstreaming video on the Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>• Divide class into 3 small groups. Assign each member a role/task.</li> <li>• Complete the Native American Scavenger Hunt (Visit website links and answer questions.)</li> <li>• Put findings in the database, including copying images from a specific document.</li> </ul>	<ul style="list-style-type: none"> <li>• Present database record to class.</li> </ul>

#### *Accommodations*

#### *Materials and Resources*

<p><b>Extra support</b> – team member roles and facilitation/assistance of teacher</p> <p><b>Enrichment or early finishers</b> – Native American center with project-based activities, readings, etc.</p> <p><b>Various learning styles</b> – applies to visual, auditory, kinesthetic, and social learners</p> <p><b>Limited English proficiency</b> – chosen websites, teamwork</p>	<p>Computer Lab, television, averkey, cd player</p> <ol style="list-style-type: none"> <li>1. MS Word document with Scavenger Hunt Questions and Hyperlinks (or webpage on school's site)</li> <li>2. Appleworks Database Template</li> <li>3. MS Word document with pre-selected images</li> </ol> <p><u>Native American Center Materials</u></p>
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<i>Related Technology</i>	<i>Literature Connections</i>
Internet Research Database Entry Copy and pasting Retrieving and saving files	
<b>4. WRAP-UP (5-10 min)</b>	
<i>Assessment</i>	<i>Homework</i>
Evidence of student learning/understanding 1. Presentation of database findings and/or poster describing tribe name, region, home, tools, daily life, food, transportation, land, climate, and plants.	
<b>5. TEACHER REFLECTION</b>	
<ul style="list-style-type: none"> <li>• Were my students talking about the history and geography or was I doing all of the talking and students were just listening to me?</li> <li>• Were my students engaged at the beginning of the lesson?</li> <li>• How much time did I spend reviewing homework, and how much time did I spend on new material?</li> <li>• Did the students respond to “How” and “Why” questions?</li> <li>• Did my students have an opportunity to discuss and/or write about history and geography?</li> <li>• What changes would I make next time the lesson is taught?</li> <li>• What steps do I need to take next in this topic?</li> </ul>	