

IMPACT Lesson Plan

Grade Level: 4th

Title: Native Americans

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Main Subject: Social Studies

Key Vocabulary: Catawba, Croatan/Croatoan, Cheraw, Cherokee, Tuscarora, Tutelo, Roanoke, Occaneechi, Sequoya, Hatteras, Saponi, Pamlico, reservation, relocate, small pox, tribe, Trail of Tears, wampum, weir, atlatl, clan, Fort Neoheroke, colonists, Indian Removal Act, longhouses, Qualla Boundary

Essential Question: How did the lives of Native Americans change the culture of North Carolina?

NC Standard Course of Study:

Social Studies:

1.04 -Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

1.05 -Assess human movement as it relates to the physical environment.

2.01 -Locate and describe American Indians in North Carolina, past and present.

Math:

1.01 -Develop number sense for rational numbers 0.01 through 99,999.

- Connect model, number word, and number using a variety of representations.

- Build understanding of place value (hundredths through ten thousands).

- Compare and order rational numbers.

- Make estimates of rational numbers in appropriate situations.

5.02 -Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.

5.03 -Verify mathematical relationships using: Models, words, and numbers.

Language Arts:

2.02 -Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.

- making predictions.

- formulating questions.

- locating relevant information.

- making connections with previous experiences, information, and ideas.

2.03 -Read a variety of texts, including:

- fiction (legends, novels, folklore, science fiction).

- nonfiction (autobiographies, informational books, diaries, journals).

2.04 -Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- plot.
- theme.
- main idea and supporting details.

3.01 -Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.
- analyzing differences among genres.
- making inferences and drawing conclusions about characters, events and themes.

3.06 -Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

4.02 -Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.03 -Make oral and written presentations using visual aids with an awareness of purpose and audience.

4.07 -Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.10 -Use technology as a tool to gather, organize, and present information.

Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Other Language Arts Objectives Addressed:

2.05, 2.06, 2.08, 2.09, 3.02, 3.03, 4.01, 4.05, 4.06, 4.08

Technology:

1.03 -Recognize, discuss, and use responsible, ethical, and safe behaviors when using technology resources (AUP/IUP). Strand - Societal/Ethical Issues

1.04 -Recognize that Copyright Laws protect creative work of individuals/groups/ companies by citing sources. Strand - Societal/Ethical Issues

1.11 -Identify and discuss the use of multimedia tools to report content area information. Strand - Multimedia/Presentation

1.12 -Recognize, discuss, and use multimedia terms/concepts (e.g., navigation buttons, transitions, links/hyperlinks, animation). Strand - Multimedia/Presentation

2.07 -Recognize, discuss, and use proper keyboarding techniques. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

2.11 -Recognize, discuss, and use rubrics to evaluate elements (e.g., content, organization, appropriateness of materials, citations) of multimedia projects/products. Strand - Multimedia/Presentation

3.06 -Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

3.08 -Use a rubric as a guide to select, evaluate digital resources and information for content and usefulness in content area assignments as a class. Strand - Telecommunications/Internet

Other Technology Objectives Addressed:

3.07

Information Skills:

1.01 -Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

1.07 -Follow acceptable use policy (AUP/IUP) for electronic resources.

1.08 -Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia) to extend content of resources used.

2.05 -Determine usefulness of information resources.

3.02 -Collect and compare information about diverse cultures, environments, and peoples.

5.02 -Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.

5.03 -Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

Other Information Skills Objectives Addressed:

1.09, 1.11, 5.04, 5.05

Heathful Living:

6.01 -Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.

Procedure:

Introduce Native American Tribes by using map of tribes. Students will color in the language groups of the tribes. After completing this activity, we will do a KWL chart to determine what we want to know about Native Americans.

Work in textbook on sections devoted to Native Americans:

- Harcourt pp. 56-59 The Earliest People
- Harcourt, pp. 62-65, People of the Coastal Plain
- Harcourt, pp. 66-69, People of the Piedmont
- Harcourt, pp. 70-75 People of the Mountains

Library lesson with Mrs. Sloop on Note taking, plagiarism and citing sources--followed the Big 6.

Students will be assigned to a tribe. Hand out the rubric for the notecards and organize our notecards by questions.

- 1) How did your tribe meet its basic needs?
- 2) Describe the government of your tribe.
- 3) What were some of the traditions of your tribe?
- 4) Trace the movement of your tribe from the early information that we have on the tribe to where it is today.
- 5) How did your tribes culture affect N.C. history?

Collect notecards as individuals and tribes, assign a tribal leader to take care of notecards.

Students will use laptops for several days to research their assigned tribe to answer the questions. Tribal leaders will pass out notecard baggies and research will begin. Teacher will model finding pre-approved websites on the teacher's SchoolNotes page. Tribes will work together to find information and add information to their notecards. Media Coordinator comes to the classroom to help with the research.

Students will participate in the Content Specific Writing Prompt which was about Native Americans.

Students will meet with Mrs. Hargett in the computer lab for a lesson on how to develop a Keynote. She will cover choosing and changing themes and how to capture images off of the internet. She will also cover how to appropriately cite the source.

Students will work on their Keynote presentations for several days. Each student will use their own notecards to produce an individual Keynote presentation. Teacher will pass out Keynote Rubric to students for reference.

Each tribe will make a poster representing the tribe. A rubric will be given to guide students in requirements. It must include the tribe name and three things that represent your tribe well.

In Language Arts, students will study Sacajawea---both fiction and non-fiction texts. Students will discuss the differences between fiction and non-fiction. Pourquoi Tales will be introduced. Several Pourquoi Tales will be read from the textbook.

How Coyote Brought Fire to the People will be done in Reader's Theater.

Students will write their own Pourquoi Tale. These will be graded using a rubric.

In Math, students will be doing a wampum activity. Students studied the purpose, types and uses of wampum in the Native American culture.

Different types of wampum (frooty loops, cut straws, yarn, etc.) will be used for a class activity where students earn or produce wampum. Once they feel they have enough accumulated to provide for their needs, they will string their wampum on necklaces to “show” their worth to others.

Final Activity- PowWow

Students will meet for a PowWow. Each tribe will present information about their tribe to the other tribes.

A Keynote representing each region of the state will be shown.

Piedmont Natives will present a traditional Native American legend.

Mountain Natives will hold a government meeting representing the seven clans of the Cherokees.

After presentations, students will participate in a dance. Coastal Plains Natives will lead the dance.

Cross Curricular Extension:

Enhancements:

Music- Native American songs

Assessments:

Textbook activities will be graded for accuracy.

Rubrics will be given for notecards, Keynote, and poster.

A checklist will be used for the Pourquoi writing.

INTERNET SITES USED FOR RESEARCH

Native American Resources

<http://en.wikipedia.org/wiki/Algonquin>

http://www.bigorin.org/algonquin_kids.htm

http://www.native-languages.org/algonquin_culture.htm

<http://homepages.rootsweb.ancestry.com/>

<http://en.wikipedia.org/wiki/croatan>

<http://en.wikipedia.org/wiki/Occaneechi>

<http://en.wikipedia.org/wiki/saponi>

<http://www.accessgenealogy.com/native/tribes/saponihist.htm>

<http://en.wikipedia.org/wiki/Cheraw>

<http://en.wikipedia.org/wiki/Occaneechi>

<http://en.wikipedia.org/wiki/Catawba>

<http://www.historyforkids.org/learn/northamerica/before1500/history/cherokee.htm>

<http://nativeamericans.mrdonn.org/southeast/cherokee.html>

http://www.bigorin.org/cherokee_kids.htm

http://www.bigorin.org/catawba_kids.htm

http://en.wikipedia.org/wiki/Occaneechi_Band_of_the_Saponi_Nation

<http://library.thinkquest.org/J0110325/timeline.htm>

<http://www.learnnc.org/lp/editions/nchist-twoworlds/2642>

<http://www.mce.k12.tn.net/indians/reports/algonquian2.htm>

Rubric for Native American Notecards

Feature				
You have turned in all your note cards on time.				
You have found information about your tribes' basic needs.				
You have found information about your tribes' government.				
You have found information about your tribes traditions.				
You have found information about the movement of your tribe.				
You have found information about how the native American culture affected N.C. history.				
Your cards are reasonably neat and easy to follow.				
You have cited the sources of your information.				
You have clearly labeled your bag with your name and the name of your tribe.				

Feature	You've done a Great Job. You have lots of details. 10 points	You've done a Good Job. You have several details. 7 points	You've Got the Basics. You've given a general explanation. 3 points	You've left this out. 0 points
You have a title page with your tribe name and your name.				
You've answered the question, "How does your tribe meet its basic needs."				
You've described your tribe's government.				
You have told what traditions are passed down from generation to generation.				
You have told how Native American culture affects North Carolina History.				
You have included appropriate pictures that represent the text in your slide show.				
Your information is correct and accurate.				
Your information makes sense in the order that it is given.				
You have cited all of your resources.				
You have maintained a good attitude during a difficult project and stayed focused on your work.				

Tribes poster rubric

Poster Feature	Total Points Possible	Total Points Received
Is your name on the poster?	15	
Does your poster include your tribe or clan name?	15	
Does your poster include three items that represent your clan?	30	
Do the items that you have chosen represent your clan well?	10	
Is your poster neat?	15	
Is your poster well designed and appealing?	15	