Native Americans Unit

4th Grade

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| Standards | **Primary Standards**  **CCGPS: SS4H1 The student will describe how early Native American cultures developed in North America.**  a. Locate where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole).  b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.  **Secondary Standards**  **ELAGSE4RI1:** Refer to details and examples in a text when explaining what the  text says explicitly and when drawing inferences from the text.  **ELAGSE4RI3:** Explain events, procedures, ideas, or concepts in a historical,  scientific, or technical text, including what happened and why, based on specific information in the text  **ELAGSE4RI4:** Determine the meaning of general academic language and  domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  **ELAGSE4RI7:** Interpret information presented visually, orally, or quantitatively  (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  **ELAGSE4RI9:** Integrate information from two texts on the same topic in order  to write or speak about the subject knowledgeably.  **ELAGSE4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **ELAGSE4W7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.  **ELAGSE4W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research  **ELAGSE4SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.  **ELAGSE4SL4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| I can… | I can explain how Native Americans came to the North American continent  I can describe how Native Americans used their environment to meet their needs.  I can work collaboratively with a group.  I can report on a topic using facts and relevant descriptive details. |
|  | Lesson Plan |
| Day 1  Aug. 9 | **Entry Event**  -Walk out to the trails near the outside classroom.  -Have the students look at their surroundings and discuss what they see.  --Have the students imagine what they would do and what materials they would use to survive if they lived in an area like this with no modern civilization near them.  -Have the students draw and write what they would do and then partner up and discuss what they would do and add anything new.  -Ask volunteers to share what they think it would be like and how they would survive.  Assessment  -Student writing and drawings  -Teacher observation of discussion |
| Day 2  Aug. 10 | **Driving Question and beginning**  -Review yesterday’s activity  -Go over the standards for the Native Americans unit  -Discuss the **driving question**: How would you, as a Native American, survive in the your environment?  -As a class make a Know and Need to know (students will also make this in their SS notebooks)  -I like and I wonder about how Native Americans got here  **Assessment**  -Study guide |
| Day 3  Aug. 11 | -Review our Know and need to know  - Have the students read Chapter 2 in their History Alive books and the study guide.  Have the students go over the answers to the study guide  -Allow the students to add more I like and I wonders about Native Americans  Assessment  -Study Guide  -Teacher ob. of I like and I wonder |
| Day 4  Aug. 15 | -Have the students discuss what they think would have been the hardest part of being a Native American.  -Hand out study guides  -Watch the California –Intermountain Region Indian video and read the section in the book on p. 31.  -Go through the study guide with the student and explain how you want it filled out and the expectations.  -Complete the Cal-Intermountain Indian section.  -Have the students write down what they learned today on a large sticky note and have some students read their answers aloud.  -What I learned sticky and study guides |
| Day 5  Aug. 16 | Review centers and what needs to be finished.  \*Remind the students about ROCK behavior especially cooperative group work.  Divide students into their groups.  Students will go to their Indian group and complete their graphic organizer and brochure using the united streaming, pbs, or videos; the History Alive book and other media center resources at their table.  -The students will write a paragraph about how their Indian group survived using their environment -Have the students discuss in their groups something interesting they discovered in today.  **Assessment**  -Study guides |
| Day 6  Aug. 17 | Review centers and what needs to be finished.  \*Remind the students about ROCK behavior especially cooperative group work.  Students will go to their Indian group and complete their graphic organizer and brochure using the united streaming, pbs, or videos; the History Alive book and other media center resources at their table.  -The students will write a paragraph about how their Indian group survived using their environment -Have the students discuss in their groups something interesting they discovered in today.  **Assessment**  -Study guides |
| Day 7  Aug. 18 | . Review centers and what needs to be finished.  \*Remind the students about ROCK behavior especially cooperative group work.  Students will go to their Indian group and complete their graphic organizer and brochure using the united streaming, pbs, or videos; the History Alive book and other media center resources at their table.  -The students will write a paragraph about how their Indian group survived using their environment -Have the students discuss in their groups something interesting they discovered in today.  **Assessment**  -Study guides |
| Day 8  Aug. 22 | Review centers and what needs to be finished.  \*Remind the students about ROCK behavior especially cooperative group work.  Students will go to their Indian group and complete their graphic organizer and brochure using the united streaming, pbs, or videos; the History Alive book and other media center resources at their table.  -The students will write a paragraph about how their Indian group survived using their environment -Have the students discuss in their groups something interesting they discovered in today.  **Assessment**  -Study guides |
| Day 9  Aug. 23 | Review centers and what needs to be finished.  \*Remind the students about dojo points for good group work.  Students will go to their Indian group and complete their graphic organizer and brochure using the united streaming, pbs, or videos; the History Alive book and other media center resources at their table.  -The students will write a paragraph about how their Indian group survived using their environment -Have the students discuss in their groups something interesting they discovered in today.  **Assessment**  -Study guides |
| Day 10  Aug. 24 | . Review centers and what needs to be finished.  \*Remind the students about ROCK behavior especially cooperative group work.  Students will go to their Indian group and complete their graphic organizer and brochure using the united streaming, pbs, or videos; the History Alive book and other media center resources at their table.  -The students will write a paragraph about how their Indian group survived using their environment -Have the students discuss in their groups something interesting they discovered in today.  **Assessment**  -Study guides |
| Day 11  Aug. 25 | Complete all paragraphs and study guides that are incomplete. |
| Day 12 (Friday in Partain’s Class) | Review Native American Groups  Use Jeopardy game to review groups  \*you may want to divide the class into groups so that they can review in smaller groups.  Assessment  Teacher ob. |
| Day 13 | -Have the students discuss ways that different Native Americans used their environment to survive.  -Take the students back out to the woods and have them brainstorm in groups ways they could use the natural resource in the back woods to survive.  -Each group needs to determine one way that they would like to present to the class. They will need to be able to relate it back to one of the Indian groups we have studied. |
| Day 14 | -Review group work expectations and jobs  -Have project managers work with group to sign group members up for tasks that need to be completed.  -Begin working on project |
| Day 15 | -Review group work expectations and have the PMs tell where their group is in the project.  -Students work on project and presentation.  (Remind them that what they would do in our woods has to relate back to the Native Americans we studied. |
| Day 16 | -Review group work expectations and have the PMs tell where their group is in the project.  -Students work on project and presentation. |
| Day 17 | -Review the presentation rubric.  -Have the students work on their projects  -Those who are finished will begin practicing for their presentation. |
| Day 18 | -Review the presentation rubric.  -practice presentation and present to Livermont or Partain for feedback  -Continue working on and improving presentation |
| Day 19 | -Present to parents and other teachers/administrators. |