

EIC Integrated Unit of Study

Focus: Native Americans

Week: 2

*Pennsylvania Academic Standards:*Environment & Ecology

- 4.6.4(A)

Reading, Writing, Speaking & Listening

- 1.6.5(C)
- 1.6.5(E)
- 1.4.5(B)

Science & Technology

- N/A

Math

- N/A

Civics & Government

- 6.3.6(A)
- 6.3.6(B)

Geography

- 7.4.6(A)
- 7.4.6(B)

Arts and Humanities

- 9.1.5(E)

History

- 8.4.6(C)
- 8.1.6(A)

Career Education and Work

-

Economics

- N/A

Health Safety and Physical Education

- N/A

Family and Consumer Science

- N/A

World Languages

- N/A

Goals and Objectives:

9.1.5(E) Create a rain stick from a Native American cultural perspective

1.8.5(C) Organize and present main ideas from research, take notes from sources using a graphic organizer, present the topic using relevant information

9.1.4(E) Know and demonstrate how arts can communicate experiences, stories, or emotions through production of works in the arts.

8.4.6(C) Identify how stability and change have affected settlement patterns.

8.1.6(A) Describe and explain historical research.

7.4.6(A) Describe the impact of physical systems on people.

7.4.6(B) Describe the impact of people on the environment.

1.6.5(C) Speak using skills appropriate to formal speech situations(complete sentences, appropriate volume, pronunciation, and pace)

1.6.5(E) Participate in small and large group discussions and presentations.

1.4.5(B) Write an informational response

6.3.6(A) Explain how scarcity influences choices and behaviors.

6.3.6(B) Explain how limited resources cause scarcity

*Overview of Integrated Activities:**Students will:***Lesson 6**

- Form small groups assigned by tribes
- Listen actively as teacher explains the importance and the cultural perspective of the rain stick within a given tribe.
- Collaborate as a small group in order to construct Native American rain sticks that emphasize specific details of their tribe.
- Answer the question “what does their rain stick represent?”
- Present rain sticks to the class, orally

Lesson 7, 8, 9, 10

- Form small groups based on Native American tribes
- Continue to research specific Native American tribes
- Break the triorama into 3 different sections based on research of family life, food, clothing, and shelter for the Native American tribe using markers, construction paper, sticks, etc. (students may use clay, rocks, leaves, etc. from the surrounding school area)
- Incorporate and be able to explain how the physical properties of the surrounding environment, limited resources, and the location affected the family life, food, shelter, and clothing for a particular tribe.

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- Glue previously completed paragraphs in the correct section of the triorama and add a title to each section. Include which group member worked on that portion.
- Practice orally their Native American tribe presentations in groups based on the material located within their triorama.

Lesson 11 and 12

- Present information and completed trioramas in a 5-7 minute presentation to the entire fourth grade class.
- Gather in Native American tribes and complete the “what I learned” portion of the KWL chart.
- Respond actively and accurately to teacher’s prompts, cues, and questions regarding what they learned about Native Americans and how the environment surrounding each tribe affected their survival.
- Create a class chart for each tribe highlighting the physical environment for each tribe’s locations and the pros/cons of each environment.
- Complete an “Exit Ticket” by writing a paragraph explaining the importance of the environment on all living beings and why it is necessary to keep the environment healthy and strong. Also, answer the essential question of “How is your life different from that of various Native American tribes?”

Assessment**Lesson 6**

9.1.5(E) Integrated knowledge of specific Native American tribe while decorating their rain stick.
Worked collaboratively in small groups and followed How-To directions.

Lesson 7, 8, 9, 10

9.1.4(E) 8.4.4(C) 7.4.6(A) Illustrate researched information on Native American tribes in the form of a triorama reflecting the 4 main aspects of Native American life(family life, food, shelter, and clothing)
Create a triorama and oral presentation on Native American tribes while working with 4-5 students in a cooperative setting. Students share responsibilities, follow directions, and stay on task.

Lesson 11 and 12

1.6.4(E) 1.6.5(C) Orally present information on Native American tribes to the entire fourth grade class.
1.4.5(B) Write an “Exit Ticket” highlighting the importance of the environment on a particular tribe, why it is important to keep the environment healthy, and how their life differs from that of their tribe.
6.3.6(A) 6.3.6(B) Explain how the limited resources affected the life of the Native American tribe.

Resources

Dickon Among the Lenape

http://www.kidinfo.com/American_History/Native_Americans

<http://www.mce.k12tn.net>

<http://www.native-languages.org/kids.htm>