Native American Unit

Fifth Grade

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**Typical Learner**

This unit was designed with the typical fifth grade learner in mind. When it come to cognitive development students are this age are entering the concrete operation period and therefore are starting to learn how to think logically and complexly about concrete problems (Feldman, 2007). They also have longer attention spends that allow them to spend longer periods of time studying in depth topic. Active learning also benefits students at this age, whether it come through child-child or child-adult interactions (Feldman, 2007). At this age students are very social and have a deep need to be productive. Units based in group work provide for this because students are learning through interactions and constantly developing intellect on the subject. Students in the fifth grade or middle childhood level are able to handle more complex task but they still need to be engaged and encouraged to learn, just like learner.

**Rationale**

Learning the history of the United States is an important concept not only for fifth grade but also for the future. It is imperative for students to know the history of the nation for multiple reasons. Most importantly, they are citizens of the United States and therefore must have an understanding of what made the country what it is today. Also, students are introduced to United States history in fifth grade, but that knowledge is built upon in eight grade and then again in eleventh grade. This means that without a firm foundation of history knowledge in fifth grade, students will have difficulties learning it in middle and high school. Teaching a researched-based unit on the Native Americans allows students to delve deeply into the topic and learn more than only where tribes were located at the time of the European arrival, but it also allows them to experience the food, storytelling, arts, and history of the tribes. Studies have shown that teaching units where multiple subjects are integrated allows students to learn information better.
Therefore, in addition to creating a twelve-lesson unit that meets many academic standards, I am also providing students to learn in a way that they learn best.

**Goals**

- I want my student to be understood how the arrival of the Europeans changed the lives of the Native Americans.
- I want my students to have an appreciate for Native American culture: music, art, and storytelling.
- I want my students to understand how the arrival of Europeans had negative consequences for the Native Americans.
- I want my students to be able compare and contrast different Native American tribal regions.
- I want my students to be able to explain how Native American tribes are similar and different.
Learning Objective

Social Studies Lesson:

Given a computer and notes from lesson, students will work in groups to complete the note-taking guide while researching with 70% accuracy.

Given the research guide, each student will make three “Did you know” flaps to hang on the bulletin board with each flap being 100% correct.

Standards: Social Studies 5.1.3, English 5.4.4, 5.4.5

Reading Lesson:

Given student-selected books, students will read a set amount of pages and complete a handout according to their assigned job.

Standards: Social Studies 5.1.3, English, 5.1.1, 5.2.4, 5.3.2, 5.5.2, 5.7.1,

Cooking Lesson:

Given a recipe card, fully stocked kitchen and the requested goods, students will work together to create the dishes they selected with 100% accuracy.

Along with finding a recipe and preparing a dish, students will use the information gathered on the handout to write an informative paragraph to score at least an 80% according to the rubric.

Standards: Social Studies 5.1.3, English 5.5.6, 5.6.3, 5.6.5, 5.6.6, 5.6.7

Science Lesson:

Given research and Word, students will write a three-paragraph paper informing readers of the importance of an animal or plant to their tribe’s culture scoring at least an 80% on the rubric.

Standards: Social Studies 5.1.3, Science 5.4.4, 5.4.5
Math Lesson:

Given two student created graphs, students will fully answer questions based on the graph in a paragraph with the information in the graph being 100% correct.

Standards: Social Studies 5.1.3, Math 5.3.7

Gross Lesson:

Students will reflect on the positive effects of the game they choose to play by writing and turning in a paragraph scoring at least an 80% according to a rubric upon completion of the game.

Standards: Social Studies 5.1.3, Physical Education 5.3.2

Fine Lesson:

Students will create a model of a house their Native American tribe would have lived in when the Europeans arrived scoring at least an 80%.

Standards: Social Studies 5.1.3, Art 5.6.1

Art Lesson:

Students will create a model of a house their Native American tribe would have lived in when the Europeans arrived.

Standards: Social Studies 5.1.3, Art 5.6.1

Drama Lesson:

Students will work in groups to recreate a Native American story into a drama, in such a way that allows them to receive at least a 75% according to the rubric.

Standards: Social Studies 5.1.3, English 5.7.6, 5.7.9, Theater 5.6.3, 5.6.4
**Story Lesson:**

Student will complete a self-assessment assessing their abilities to use volume, phrasing, timing, and gestures to enhance their storytelling presentation with the class scoring at least an 80%.

Standards: Social Studies 5.1.3, English 5.7.6, 5.7.9

**Music Lesson:**

Given the drums made during a previous lesson, students will perform a Native American Song and score at least an 80% on the rubric.

Standard: Social Studies 5.1.3, Music 5.2.4, 5.4.4

**Writing Lesson:**

Students will use the information they have collected over the past 11 lessons to construct a brochure that is well-written and scores at least an 80% based on the rubric.

Standards: Social Studies: 5.1.3, English 5.5.3, 5.4.6, 5.4.8, 5.4.9, 5.4.10
Standards

Social Studies:

5.1.3 Way of Life Before and After the Arrival of Europeans to 1610. Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

English:

5.5.6: Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

5.6.3: Grammar: Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused.

5.6.5: Punctuation: Use a colon to separate hours and minutes and to; use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions.

5.6.6: Capitalization: Use correct capitalization.

5.6.7: Spelling: Spell roots or bases of words, prefixes, suffixes, contractions, and syllable constructions correctly.

5.7.6: Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

5.7.9: Speaking Applications:

   Deliver narrative (story) presentations that:

   • establish a situation, plot, point of view, and setting with descriptive words and phrases.

   • show, rather than tell, the listener what happens

Art:
5.6.6: Demonstrate respect for personal work and the work of others.

5.8.2: Create artwork incorporating concepts, subject matter, technology, or the sing systems of other disciplines that communicates in-depth knowledge gained through integrated study.

Theater:

5.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.

5.6.4 Create spontaneous dialogue to express feelings

Science:

5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.

5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful

Math:

5.3.7 Use information taken from a graph or equation to answer questions about a problem situation

Physical Education:

5.3.2 Recognize the positive effects of participation in leisure time physical activity.
Curriculum Map

Native Americans

L.1 Intro to Research
L.2 Reading: Lit Circles
L.3 Cooking
L.4 Science: Organism Survival
L.5 Math: Graphing
L.6 Gross Motor: Game Playing
L.7 Fine Motor: Model House
L.8 Art: Drum Making
L.9 Drama
L.10 Story-Telling
L.11 Music: Song Writing
L.12 Writing: Brochures
L.13 Writing: Research
L.14 Reading: Lit Circles
L.15 Writing: Brochures
L.16 Writing: Brochures
L.17 Writing: Brochures
L.18 Writing: Brochures
L.19 Writing: Brochures
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L.100 Writing: Brochures
Dear Families,

We are about to begin our next fifth grade unit! This one is all about the Native Americans. This unit is important because your students will learn about how life changed with the arrival of the Europeans and how life as a Native American was not always easy. During the next few weeks, we will not only be learning we will also be having a great deal of fun. Some of the exciting activities we will be doing is cooking and sampling food, reading books about the Native American lifestyle, creating dramas and brochures, playing games, making drums and model houses, and lastly, we will be taking a field trip. We will be very busy learning and having a GREAT time!

As you know, I love to have families members help during units so if you have any spare time over the next two or three weeks, please let me know. I will need help when we are cooking and when we go on our field trip. Nevertheless, I would love to have family members whenever you are free. Just fill out the bottom of the sheet with the times you are available and I will let you know. As always, if you have any questions or concerns, please do not hesitate to contact me.

Thank you,
Ms. Gallahan

Please, check all that apply.

_____ I would like to be a chaperon for the field trip.
_____ I am available to help with the cooking lesson.
_____ I am free to help on the following day(s): _______________
_____ I wish I could help, but this is not a good time for me.

_________________________________  ______________________
(Your Name)                             (Your Child’s Name)
Trade Books:


This does not tell the Disney version of Pocahontas many students know today. Instead, it tells the real story of her life. It begins by talking about how she grew up, including what really happened when she and her tribe first encounter the white explorers and John Smith. It goes on to tell of how she married John Rolf and went to England.


This nonfiction book answers many questions that students have about the Sioux Native American Tribe. Child-Centered questions are used to break the story down into sections. The questions allow the students to engage with and learn from the text. Each page is easy to read and has colorful pictures, making the text very kid-friendly. Additionally, this book is great at telling what is different and similar about the Sioux tribe and the various other tribes.

Kamma, A. (1999). If you lived with the Iroquois. New York: Scholastic

This nonfiction book answers many questions that students have about the Iroquois Native American Tribe. Child-Centered questions are used to break the story down into sections. The questions allow the students to engage with and learn from the text. Each page is easy to read and has colorful pictures, making the text very kid-friendly. Additionally, this book is great at telling what is different and similar about the Iroquois tribe and the various other tribes.

Kamma, A. (1999). If you lived with the Hopi Indians. New York: Scholastic

This nonfiction book answers many questions that students have about the Hopi Native American Tribe. Child-Centered questions are used to break the story down into sections. The questions allow the students to engage with and learn from the text. Each page is easy to read and has colorful pictures, making the text very kid-friendly. Additionally, this book is great at telling what is different and similar about the Hopi tribe and the various other tribes.
Kamma, A. (2002). *If you lived with the Indians on the Northwest Coast*. New York: Scholastic

This nonfiction book answers many questions that students have about the Native American who lived along the Northwest Coast. Questions are used to break the story down into sections. For example, if students want to know what they would have eaten if they were children of one of these tribes they can turn to that page and their questions will be quickly answered. Each page is easy to read and has colorful pictures, making the text very kid-friendly. Additionally, this book is great at telling what is different and similar about the Native Americans living along the Northwest coast and the Native Americans living in other areas.


The Eyewitness North American Indian book is a nonfiction book that gives many details about Native Americans who are and were located all over the United States. It not only tells the students about the tribe but also shows real artifacts, paintings, and photos of the tribes. Additionally, it describes facts about the tribe in ways that are simple and enjoyable for the students to read. Lastly, the Native American tribes are broken into regions making it easy for the students to locate information about specific tribes.


This story chronicles the childhood of Sacagawea and explains how she ended up being with Lewis and Clark on their famous exploration. It is full of historical facts but written in a way that is appealing for children with an engaging storyline and some pictures. The story is written in third person but allows readers to learn about Sacagawea as if they were from her tribe instead of how many history books write about her when reading about Lewis and Clark, where she just kind of shows up with her baby to help lead the way. This story also allows students to begin to understand what it would have felt like to go from living with your own people to suddenly living with strangers.
This biography is written in story form making it fun and interesting for students to read. While it contains some drawings, it is more words. The story begins by talking about how Geronimo grew up and transitions into talking about his life as a feared warrior. At the end of the story, it tells about his life after his Apache tribe finally gave up and lived on the reservation. This story, gives students a chance to understand how sometimes the Native American tribes did not want to move off of their lands but how they still had too, while sharing the details of one specific person’s, Geronimo, life.

This is an biography written as a story, that tells readers about the life of Crazy Horse. The story begins when the white man is first coming to the land and touches on how concerned the elders are because they know major changes are coming. The story follows this timeline, allowing reading to understand how the events in Crazy Horse’s life led him to becoming the War Chief he is known as today.

This story tells the tale of Sitting Bull. It allows students to understand that life of Sitting Bull as more than just a warrior. The story begins by telling students about his childhood and that his name was Jumping Badger. Eventually, they learn from Sitting Bull’s perspective how he had an interesting relationship with white people. First, one freed him but as an adult, he became a fearless, Sioux warrior.
**Bulletin Board**

My students will create my interactive bulletin board as part of the first lesson. The first lesson, along with the entire unit is researched based. Therefore, each student will create three, information flaps and attach them to the bulletin board as a way to share their information with the rest of the class. Each flap will consist of a “Did you know” question written on the front of a have sheet of construction paper, with the information on the inside. For example, the front would say, “Did you know.” Then the students would lift the flap and it would give more explanation. By using this interactive bulletin board, students can share their information without writing a paper or having to listen to the information being told to them.
Field Trip: Guest Speaker

For this unit I would like to have a Native American storyteller visit the classroom. In Peru, Indiana, there are people who embrace their Miami tribal cultures. After speaking from one of these people, I know they enjoy coming to classrooms to share their customs with students. I believe that if I looked hard enough and talked to the right people, I could find someone to come in and share a story or two with my class.

I have designed my unit with the guest speaker coming in the middle. By doing this, I can ensure that my students have the prior knowledge required and will be able to get the most out of the experience. My students will have already have finished one literature circle book, made Native American cuisine, and researched and constructed many projects prior to this event. Which I believe, will enable them to be prepared to ask questions and engage with the speaker. Another benefit of the guest speaker coming in the middle of the unit is that his/her visit will serve as a way to reengage and keep the students interested in the topic. My hope is that the students enjoy hearing the Native American stories because the next two lesson refer directly to it because I have them turning one story into a drama and telling another story to a younger student.

Having a speaking come to class would also be an affordable way to provide an opportunity to connect and experience something they would not normally. If a student’s family had not previously taken them to a museum, festival, or perhaps even a show at a reservation, they would have most likely never had this experience and would therefore be less likely to connect with this social studies unit. By having a speaker visit the class, I can guarantee my students this opportunity and increase the likelihood of them enjoying and connecting with this unit.
Technology

Because this unit contains a great deal of student researcher, technology is a major component. Students will learn how to perform safe internet searches in the first lesson and will practice that skill in almost everyone after. Student will research recipes, games, housing, histories, stories, animals, etc. Along with using the internet, students will also use a variety of computer programs. For example, students will be making a brochure, writing papers, making charts, and giving presentations. The programs that will be incorporated are PowerPoint, Excel, and Word. The teacher will teach students how to best use these programs meet the needs of the lessons.

Literature

Students will encounter literature almost daily in the unit lessons. While each lesson may not center around one specific book, they will be reading for each one. This unit is researched based and because of that, students will almost constantly be reading information online. Some of the things students will read online are recipes, Native American stories, and articles or sites about various topics relating to Native American history. Students will also participate in literature circles throughout the unit. The expectation is that they read at least two of the novels selected for this purpose. Lastly, there will be a selection of trade books available to the student to read upon finishing a lesson early.
Pre-Test:

**Directions:**
Complete the first two columns of the K-W-L Chart and put this in your social studies folder.
YOU WILL NEED IT LATER

<table>
<thead>
<tr>
<th>What I Know:</th>
<th>What I Want to Know:</th>
<th>What I Learned:</th>
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Post-Test:

**Directions:** Complete the K-W-L Chart you started at the beginning of the unit. Then write two to four sentences to answer the following questions.

1. **Compare** two Native American tribes from **two different regions**.

_____________________________________________________________________
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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. **Contrast** two Native American tribes from **two different regions**.

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3. **Compare** two Native American tribes from the **same region**.

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4. **Contrast** two Native American tribes from the **same region**.

_____________________________________________________________________
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5. How did life for the Native Americans change with the arrival of the Europeans?

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_____________________________________________________________________
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_____________________________________________________________________

6. How did the Native Americans use music? Give some examples.

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8. How did the Native Americans use storytelling? Give some examples.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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_____________________________________________________________________
_____________________________________________________________________
Lesson: Research: Lesson 1
Length: 45 minutes
Age or Grade Level Intended: Fifth Grade

~Academic Standard(s):
Social Studies: 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610. Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. (Core Standard)

Example: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

English: 5.4.4 Research Process and Technology: Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.

5.4.5 Use note-taking skills when completing research for writing

~Performance Objective(s):

Given a computer and notes from lesson, students will work in groups to complete the note-taking guide while researching with 70% accuracy.

Given the research guide, each student will make three “Did you know” flaps to hang on the bulletin board with each flap being 100% correct.

~Assessment:
The teacher will collect and grade the note-taking guide and check the student’s “Did you know” flaps.

~Advance Preparation by Teacher:
Schedule time in the computer lab Make copies of Directions and “Did you know” sheets.

~Procedure:

Introduction/Motivation:
Yesterday you completed a K-W-L chart about the Native Americans and all of you were curious about many things. Hopefully, you will begin to learn a few answers because we are going to start a two and a half week intensive study of Native Americans prior to the arrival of Europeans. Over the course of the next couple of weeks, you will work with others to learn and share what you learn with your classmates. You will write, read, and create charts, build models, perform skits, plays, and/or sing songs. You will be busy but you will learn a great deal and have a wonderful time while learning. Today, we are going to learn about how to research and begin researching.

Step-by-Step Plan:
a. Hand out directions.
   - Students will fill in the notes section of this page as we discuss how to research.
b. Brainstorming: what we know:
   - Teacher will write answers on board as student’s call out ideas.
   - What is research and how do we do good research?
c. Work with someone next to your to define research. Students will write the definition on their direction page. Teacher will call on students to share.  
   (Bloom's: Synthesis, Garner: Interpersonal, Spatial)

d. Complete the charts: All of this will be discussion based learning and after a student suggests an answer, I will ask him/her to explain why.  
   -What to do when researching:  
     -Call for students to come up with ideas.  
     -Should include: write down sources, use specific searches, search with purpose, use proper search techniques(discuss these), etc.  
   -What not to do when researching  
     -Call for students to come up with ideas.  
     -Should include: Do not click on everything, If you do end up someplace where you should not be immediately close the screen, Do not do things you do not understand, etc.  
   - General research tips.  
     -Discuss with students:  
       -How to perform good searches  
       -Always write down where you found the information  
       -Use suggested sites, I put them down for a reason.  
   (Bloom's: Application, Garner: Linguistic, Interpersonal, Logical)

c. Divide into groups & Pick Topic  
   -Everyone will participate equally in groups  
   -I reserve the right to change the groups at anytime.  
   -Topic selection: Write list of regions on the board and have groups choose what they would like to research. If two groups want the same one they can battle with Rock-Paper-Scissors and the loser will pick another region.  
   -Have students fill in the directions portion: Group members’ names & region  
   (Garner: Interpersonal)

d. Quick Research for Topic (25 minutes)  
   -Do research to complete the Note-Taking guide.  
   -Follow the tips for research and do good research.  
   -Teacher will circulate the room making sure everyone is on task and able to find the needed information

e. Flap completion  
   -After completing your research, students show the teacher the 2nd note-taking guide.  
   -Once the teacher signs off, students will begin making three flaps each and hanging them on the interactive bulletin board.  
   -During extra time, students may look at the bulletin board to learn about the other Native American tribal regions.  
   (Bloom's: Synthesis Garner: Interpersonal, Spatial)

Closure:  
- Explain one thing you learned while doing research today?
-Tomorrow when we will continue learning about the Native Americans and will begin our lit circles for this unit. However, you will need to remember today lesson, because while you will not be doing research as part of lit circles you will be doing it in almost every other lesson throughout this unit.

~Adaptations/Enrichment:

Student who has difficulties staying organized: I will provide multiple checkpoints for students to use while working.

Student with ADHD: I will allow this student extra breaks if he/she works well and stays on task.

Student who is a natural leader: Allow this student to take point and lead the group but encourage this student to also take a step back and allow others a chance to lead.

Student who is generally gifted and talented: Push this student to make the information relevant when making the “Did you know” flaps. I will ask all students to do this, but with this student I will push him/her a little bit more.

~Self-Reflection:

Questions:

- Are the students excited for the projects/activities to come?
- Are there enough groups to have each region selected?
- Did the students choose their groups responsibly?
- What problems do I already see arising?
- Did the students understand how to research enough throughout this lesson or will I need to remind them how to do it later?
**Unit Lesson #2 (Reading)**

**Academic Standard(s):** S.S – 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610. Language Arts Standards aligns with job.

- **Discussion Director:** 5.7.1: Comprehension: Ask questions that seek information not already discussed.
- 5.3.2: Analysis of Grade-Level-Appropriate Literary Text: Identify the main problem/conflict of the plot and explain how it is resolved.

- **Word Finder:** 5.1.1: Students use their knowledge of word parts and word relationships, as well as context to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- **Connector:** 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

- **Correspondent:** 5.5.2: Write response to literature that:
  - Demonstrate an understanding of literacy work.
  - Support statements with evidence from text.
  - Develop interpretations that exhibit careful reading and understanding.

- **Illustrator:** 5.5.2: Write response to literature that:
  - Demonstrate an understanding of literacy work.
  - Support statements with evidence from text.
  - Develop interpretations that exhibit careful reading and understanding.

**Performance Objectives:**
Given student-selected books, students will read a set amount of pages and complete a handout according to their assigned job.

**Advanced Preparation by Teacher:**
Collect 5 to 6 copies of each book:
- Daughter of Suqua by Diane Johnston Hamm
- Eagle Song by Joseph Bruchac
- Guest by Michael Dorris
- Morning Girl by Michael Dorris
- Longwalker’s Journey: A Novel of the Choctaw Trail of Tears by Beatrice O. Harrell

Make copies of each of the job handouts each day.
- The six handouts for jobs I will be using can be found [here](#).

**Lesson Plan:**
- Teacher will explain the reason for literature circles, jobs, and lay out books for student selection (teaching).
- Students will select the book they want to read first (Social studies Concept).
- Students will divide into their groups and decide how much they want to read each night. As they are reading, the students will complete specific tasks according to his/her job (reading concept).
- Students will regroup each day, discuss what they read, and share what they found in the text.
- Students will switch jobs after each day they meet.
- After all of the groups finish their books, they will share the highlights of their novel, and everyone will select another book to read.
- Tell students that Lit Circles will be ongoing throughout the unit but that tomorrow we will divide back into our regional groups and continue researching a particular tribe.

**Assessment:** The teacher will collect the completed handouts each day after the group meets and listen in on the book discussions.
Lesson: Food Day: Lesson 3
Length: 40 minutes
Age or Grade Level Intended: Fifth Grade

~Academic Standard(s):
Social Studies:
5.1.3 Way of Life Before and After the Arrival of Europeans to 1610. Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. (Core Standard)
Example: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

English:
5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.
5.6.3 Grammar: Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused
5.6.5 Punctuation: Use a colon to separate hours and minutes and to; use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions.
5.6.6 Capitalization: Use correct capitalization.
5.6.7 Spelling: Spell roots or bases of words, prefixes, suffixes, contractions, and syllable constructions correctly.

~Performance Objective(s):
Given a recipe card, fully stocked kitchen and the requested goods, students will work together to create the dishes they selected with 100% accuracy.

Along with finding a recipe and preparing a dish, students will use the information gathered on the handout to write an informative paragraph to score at least an 80% according to the rubric.

~Assessment:
- They will be scored on how well they follow the recipe directions when making the dish.
- Lastly, students will be assessed on their paragraph explaining the dish and its importance to the region.

~Advance Preparation by Teacher:
Schedule time in kitchen and computer lab

Make copies of handouts

~Procedure:
Introduction/Motivation:
Do you remember yesterday, how you found and wrote your recipes? (Blooms: Comprehension) Today, we are going to cook the dishes. Use this handout (handout B)
throughout this lesson. It will tell you exactly what you are to be doing and when to do it. After you complete a task, remember to check it off.

**Step-by-Step Plan:**

a. **Writing Mini Lessons**
   a. Before we get started cooking, I want to take a few minutes and review when/how to use verb tense, semi-colons, and commas.
   b. Let’s look at two sentences and correct them together.
      i. **Colon:**
         1. Incorrect Version: When cooking the Native Americans usually used ingredients Indian corn, pumpkins, and beans depending on the season.
         2. Correct Version: When cooking, the Native Americans usually used certain ingredients: Indian corn, pumpkins, and beans depending on the season.
         3. Explanation: A colon should separate a complete sentence and a list. “When cooking the Native Americans usually used certain ingredients” is a complete thought.
         4. Practice: Can someone raise your hand and give me another example of a sentence that uses a semi-colon correctly.  

   ii. **Semi-Colon:**
       1. Incorrect Version: I’m going to the grocery store, I need to buy bananas.
       2. I am going to the grocery store; I need to by bananas.
       3. Explanation: A semi-colon can merge two complete thoughts by taking the place of a conjunction. Who can give me an example of a conjunction?
       4. Practice: Can someone raise your hand and give me another example of a sentence that uses a semi-colon correctly.

   iii. When you are writing your paper, I want you to include a correctly used semi-colon and colon. I will also be checking for verb tense, which we have been using a lot throughout this unit, commons, punctuation, and spelling. If you are unsure about how to use any of these or have any questions, you need to ask me or someone in your group.

   b. **Gathering ingredients**
      a. Have ingredients in the kitchen prior to student arrival.
      b. Have students work with group to locate and gather their own ingredients.  
         (Gardner: Bodily-kinesthetic, Interpersonal)
      c. Teacher will check to make sure the groups have the correct ingredients before the students move to the next step.

   c. **Preparing Dishes**
      a. Work together to measure and prepare the dish.
b. Before you mix any of the ingredients have the teacher check your measurements.  
\[\text{(Gardner: Logical-Mathematical, Interpersonal Blooms: Synthesis)}\]

d. Cooking Dishes
   a. Once your dish is prepared, have the teacher put it in the oven.

e. Write Paragraphs
   a. While the dish is cooking, write the first draft of your paragraph. Make sure to include the two questions in addition to any other information you feel will add depth.  
\[\text{(Bloom: Comprehension)}\]
   b. After completing the first draft, trade the paper with someone in your group and check each other’s papers using the rubric.
   c. Then, use the computer to type your paper.  

f. Serve Dish
   a. When the dish has finished cooking, the teacher will bring it to the classroom.
   b. Each group will serve there dish the class.
   c. Quickly, explain what is in the dish as well as why you choose it.
   d. Each student will be asked to at least try a bit of each dish. (unless an allergy prohibits this)
\[\text{(Gardner: Interpersonal, Linguistic Bloom: Application)}\]

g. Clean Up
   a. Upon sharing the dishes, students will return to the kitchen to clean up the mess.

Closure:
   a. Before you raise your hand to answer these questions, think about the answer in your mind  
\[\text{(Gardner: Intrapersonal)}\]
   b. Questions: Raise your hand after you’ve had a few seconds to think about it.
      a. How did your dish taste?  \[\text{(Bloom: Evaluation)}\]
      b. What was the hardest thing about this task?  \[\text{(Bloom: Evaluation)}\]
      c. What did you learn by cooking and tasting this dish?  \[\text{(Bloom: Analysis)}\]
      d. How and why does cooking a dish your region made and ate allow you to better understand the region’s way of life?  \[\text{(Bloom: Analysis)}\]
\[\text{(Gardner: Interpersonal)}\]

~Adaptations/Enrichment:
   Student who has ADHD and cannot say organized: As with the other projects, I will provide multiple checkpoints for all students. The student will know exactly what he/she should be during at each moment throughout this lesson.
Student who has a disability which makes it hard for them to work in groups: I will provide support to this student through the project and help this group to work cooperatively. However, if the student is unable to work even with extra support, then they will need to complete the assignment alone.

Student gifted student who is a natural leader: Allow this student to take point and lead the group but encourage this student to also take a step back and allow others a chance to lead. Each student will be in charge of one part of this lesson, so everyone will have a chance. While being a leader is great—it is also important that this student learns that sometimes it is appropriate to follow.

Student who has poor handwriting: While I first write the work for this paper by hand and then type it. Obviously, I want the student to write neatly but for this assignment, I just want to be able to read it.

~Self-Reflection:
Questions:
  - Were the students able to make the recipe?
  - Was everyone willing and able to try the recipes?
  - Were students able to complete all the work included in this lesson?
  - What problems will arise by having some students work alone and others work in groups?
Name_____________________________________________Date_______

Step 1: Recipe Card
Before filling out this recipe card, check with your teacher to make sure it is acceptable. Failure to do this will result in you receiving a failing grade.

Ingredients:

____________________  ______________________  ______________________

____________________  ______________________  ______________________

Directions:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Step 2: Dish Information
Questions to consider:
Is this dish commonly eaten or is it just eaten at special times?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

How did the Native Americans make this food?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Your Questions:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Step 3: Suggested Site
http://marilee.us/nativeamericans.html
Name_____________________________________________Date_______

**Cooking Your Dish Handout #2**

_____Step 1: Gather Ingredients
_____Step 2: Have the teacher or volunteer check to make sure you have all of your ingredients and supplies.
_____Step 3: Begin preparing your dish
_____Step 4: Once you have your ingredients measured have a teacher or volunteer check to make sure you have things right.
_____Step 5: Begin mixing ingredients together.
_____Step 6: Once it is ready to be put in the oven, ask a teacher or volunteer to put it in.
_____Step 7: Begin writing your first draft of the paragraph.
_____Step 8: Trade papers with someone else & use the rubric to help them make corrections.
_____Step 9: Use the computer to retype for paragraph. This should be your best work so if you need to trade again, you may.
_____Step 10: Serve your dish to the group.
_____Step 11: Explain why you choose this recipe and why it is important to the culture.
_____Step 12: Try a little bit of each dish. Even if it looks strange, you may be surprised.
_____Step 13: Clean up the Kitchen. Wash dishes. Throw away trash. Make sure everything looks cleaner than it was when we came into the kitchen.
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<tr>
<td><strong>Grammar: Verb Tense</strong></td>
<td>Paper contains more than 3 errors when it comes to verb tense.</td>
<td>Paper contains 1-2 errors relating to verb tense.</td>
<td>Author uses verb tense correctly throughout the entire paragraph.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Paper contains more than 3 errors relating to punctuation.</td>
<td>Paper contains 1-2 errors relating to punctuation.</td>
<td>Punctuation is correct throughout the entire paper.</td>
</tr>
<tr>
<td><strong>Capitalization</strong></td>
<td>Paper contains more than 3 errors relating to capitalization.</td>
<td>Paper contains 1-2 errors relating to capitalization.</td>
<td>There are no errors relating to capitalization.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Paper contains more than 3 errors relating to spelling.</td>
<td>Paper contains 1-2 errors relating to spelling.</td>
<td>There are no spelling errors in the paragraph.</td>
</tr>
<tr>
<td><strong>Answering Questions</strong></td>
<td>Student answers only one question or does not answer any at all.</td>
<td>Student answers at least two of the questions fully.</td>
<td>Student answers all three questions fully.</td>
</tr>
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**Total Score:** __/25
Unit Lesson # 4 (Science)

Academic Standard(s): S.S – 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610.
Science – 5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.
Science – 5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful

Performance Objectives: Given research and Word, students will write a three-paragraph paper informing readers of the importance of an animal or plant to their tribe’s culture scoring at least an 80% on the rubric.

Advanced Preparation by Teacher:
Give each student a copy of the directions, graphic organizer, and rubric. Reserve the computer lab.

Lesson Plan:
- Teacher will remind the students how the animals and plants available had a lot to do with what the tribes ate. Today, the students will research and write about one plant or animal and explain how it affected the lives of the Native American tribe. Remind students of good research techniques and suggest they use their charts from lesson one if they need a refresher (S. S. Content).
- The teacher will explain and discuss with students how to write an informative writing and what information should be included. (Science Content & Teaching)
- Students will go to the computer lab and research their plant/animal.
- Upon finishing their research, the students will complete the graphic organizer and begin writing their paper.
- Hold a grand discussion to allow groups to share their new facts and tell students that tomorrow they will be making graphs and looking at the populations of their tribe.

Assessment: The teacher will collect the students’ graphic organizers and papers. The teacher will use a rubric to grade the documents.
Directions: Science
Check off each step when you finish it.

Steps:

1. Use the computers to research an animal and answer the following questions.
   - Answer the following questions.
     - What is your animal?
     - Why is it important to your tribe?
     - How does your animal/plant survive in the environment?
     - Could it live in all of the regions?
     - Did the arrival of the Europeans affect your animal/plant? Explain.
   - Please, show this portion to me before you continue.

2. Complete Graphic Organizer
   - There are directions on the Graphic Organizer.
   - Please, show me the graphic organizer before you begin writing.

3. Type your paper
   - Open Word and begin typing your paper.
   - Use your graphic organizer to make your writing easier.

4. Proofread Paper
   - Use the rubric I gave you and check your work.
   - If you have time and someone close to you is done, you may trade papers and proofread for each other. Please, make any corrections you need to.

5. Hand in
   - When you are sure, you have written the best three paragraph paper you can, please put it in the top tray.
Classroom Management Plan 37

Name: ______________________________ Date:__________

**Graphic Organizer: Science**
Directions: Complete this graphic organizer before you begin writing your paper.

**Paragraph 1—Introduction**

*Answers these questions: What is your animal? Why is it important to you tribe?*

**Paragraph 2—Information**

#1: How does your animal/plant survive in the environment?

Evidence for #1:

#2: Could it live in all of the regions? Explain.

Evidence for #2:

Evidence for #3:

**Paragraph 3—Wrap-up & Summary**
Name: __________________________________ Date: __________

Rubric: Science

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<td>The paragraph does not contain any errors or they do not cause difficulties with reading or understanding.</td>
</tr>
<tr>
<td>Planning</td>
<td>Student never completed the graphic organizer.</td>
<td>Student completed only part of the graphic organizer.</td>
<td>Student completed the entire graphic organizer.</td>
</tr>
<tr>
<td>Answering Questions</td>
<td>Student answers only one question or does not answer any at all.</td>
<td>Student answers at least two of the questions fully.</td>
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Comments: ____________________________________________  Total Score: ___/15
Unit Lesson #5 (Math)

Academic Standard(s): S.S – 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610.
Math – 5.3.7: Use information taken from a graph or equation to answer questions about a problem situation

Performance Objectives: Given two student created graphs, students will fully answer questions based on the graph in a paragraph with the information in the graph being 100% correct.

Advanced Preparation by Teacher: Give each student a copy of the directions. Reserve the computer lab.

Lesson Plan:
- In many of the literature circle books we have been reading for the last few days, someone dies because of a disease that was brought to the Native Americans from Europe.
- Teacher will discuss with students how the Europeans brought many diseases to North American, which caused many Native Americans to die (S. S. Content.)
- The teacher will discuss ways to illustrate the numbers in ways people can understand easily. Graphing will be the focus.
- Teacher will provide students with a handout and Internet access for them to research how the population of their tribe changed key times in history particularly when the Europeans arrived. (For some tribes, we will graph the change is population when the Americans (or White people) came and began forcing the Native Americans off their land)
- After the students have found the needed information, the teacher will teach a mini lesson on graphing correctly as well as the different types of graphs (Math Content & Teaching Part).
- Students will work in their teams to construct two graphs. One must be a bar graph but they choose any type of graph for the second one.
- Upon completing the two graphs, students will write a paragraph explaining which graph portrayed the information the best and what they learned by looking at the graph (This will be assessed).
- Hold a grand discussion to allow groups to share their new facts and tell students that tomorrow we will be playing Native American games.

Assessment: The teacher will collect the students’ paragraphs and graphs. The teacher will make sure the students answered both questions and gave evidence to support their claims.
Name: ______________________________  Date: ________

**Directions: Math**

*Check off each step as you finish it.*

**Steps:**

___ With your group, go online and answer the questions below.

*Remember, to give a year and the population.*

- What is the name of your tribe?
  - ______________________________

- What is the current population of your tribe?
  - ______________________________

- What is the earliest population number you can find?
  - ______________________________

- Was there a time when a large amount of people from your tribe died?
  - Yes or No (If no, raise your hand)

- If yes, what was the population originally? What was it after?
  - ______________________________

- Why did the population change?
  - ______________________________

*If you cannot find the answers to these questions, raise your hand and I will help you.*

___ With your group, use the information above to create two graphs.

- Your first graph should be a bar graph.
- You can choose what type you make your second graph.

___ Use the graphs to answer the questions below. Each group member needs to turn in his or her own paragraph.

- Which graph was easier to read? Why? (Remember to give evidence.)
- What did you learn from this activity? Explain.
- What are you still wondering about?
**Unit Lesson # 6 (Gross Motor)**

**Academic Standard(s):** S.S – 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610.
P.E. – 5.3.2 Recognize the positive effects of participation in leisure time physical activity.

**Performance Objectives:** Students will reflect on the positive effects of the game they choose to play by writing and turning in a paragraph scoring at least an 80% according a rubric upon completion of the game.

**Advanced Preparation by Teacher:** Find and prepare the materials for the game found [here](#) and [here](#). Have student select which game they want to play prior to class to make sure there are enough supplies and students playing each game. Reserve a large area for playing the games. Print the rubric for each student.

**Lesson Plan:**
- Teacher will explain how being physically fit can lead to a healthier life and an increase lifespan, which leads to a larger population. Also, explain how the Native Americans played games that allowed them to be healthy (Social Studies).
- The teacher will explain the choices of games the students can play: The Plum Stone Game, Ring and Pin Game, and the Hoop and Pole Game.
- Students will divide into teams depending on which they want to play.
- Students will play the game, if time allows students will be able to play a second game.
- Upon finishing the game, students and teachers will discuss how the games could lead to a healthier life (Teaching)
- Students will reflect on the specific game they played and the class conversation and write a paragraph explain how the game led to healthy living (Physical Education).
- Discuss what the students wrote about and let them share their paragraphs if they want. The teacher will explain that tomorrow we will return to working with each specific tribe and will be making drums.

**Assessment:** The teacher will collect the students’ paragraphs and make sure the students answered the questions fully, based on the rubric.
Name: __________________________________ Date: __________

**Rubric: Gross Motor**

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<tr>
<td><strong>Answers the question: How could this game lead to healthy living?</strong> <em>(The score of this row is doubled)</em></td>
<td>Does not answer the question.</td>
<td>Attempts to answer the question.</td>
<td>Answers the question completely.</td>
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Comments:                                                                                                                  Total Score: ____/25
Unit Lesson #7 (Fine Motor)

**Academic Standard(s):** S.S – 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610.  Art: 5.6.1: Demonstrate refined perceptual skills through convincing representation of objects and subject matter from life

**Performance Objectives:** Students will create a model of a house their Native American tribe would have lived in when the Europeans arrived and score at least 80% based on a rubric.

**Advanced Preparation by Teacher:**
Materials students requested for model building

**Lesson Plan:**
- Remind students how they researched and requested certain materials to build their model houses yesterday. Additionally, remind students that they will be building realistic, model houses that their Native American tribe would inhabit (S.S. Content).
- Students will be given time to build their models in their teams.
- While students build, the teacher will discuss with groups why their house is realistic (Teaching/Art Concept).
- After students finish their model, they will write a paragraph explaining why their house is a representation of the actual house and not just something they made up.
- After the paragraph is written and turned in, each team will need to take a picture of their house which will be used when creating the brochure.
- Upon competition, teacher will explain that tomorrow students will begin working with stories.

**Assessment:** The teacher will collect the students’ paragraphs and make sure the students answered the questions fully, based on the rubric.
Name: _______________________________ Date: _________

**Rubric: Fine Motor**

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</tr>
<tr>
<td>Answers the question: Why is your model a real-life representation of a house your tribe would have lived in. <em>(The score of this row is doubled)</em></td>
<td>Does not answer the question.</td>
<td>Attempts to answer the question.</td>
<td>Answers the question completely.</td>
</tr>
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Comments:                                                           Total Score: __/15
Lesson: Art: Making Drums: Lesson 8
Article borrowed from: http://www.helium.com/items/1348170-the-importance-of-drums-to-native-american-culture
Length: 40 minutes
Age or Grade Level Intended: Fifth Grade

~Academic Standard(s):
Art:
5.6.6 Demonstrate respect for personal work and the work of others.
5.8.2 Create artwork incorporating concepts, subject matter, technology, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.

~Performance Objective(s):
+ Using an empty coffee can, construction paper, clear tape, makers, and glue, students will create a Native American drum as part of their social studies unit by following the direction with 80% accuracy.
+ While the students are constructing their drums, they will demonstrate respect for both their work and the work of 100% of the time.

~Assessment:
Teacher will grade the drums by using the attached rubric.
Teacher will complete the attached checklist and have student self-assess their own behavior in terms of respecting their work and the work of others using the attached handout.

~Advance Preparation by Teacher:
Have one coffee can for each student
Have enough colors of construction paper for the project
Have clear tape, glue, and a variety of those materials students can use for decorating their drums.
Print off article, art directions, rubric, self-assessment, and check list for each student.

~Procedure:
  Introduction/Motivation:
For the past few days, we have been learning a great deal about the Native Americans. What are some things you have learned about your specific regions (Bloom: Comprehension, Gardner: Interpersonal)? Have you read anything about the importance of music or dance? What have you read (Bloom: Comprehension, Gardner: Interpersonal)? Today, we are going to talk about why music is important and why drums are the most important instrument to the Native Americans.
  Step-by-Step Plan:
Why Drums: Teaching Portion
+ As a whole class, we will read through the article about why drums are important.
+ Students will be called on at random to read a paragraph at a time.
+ After each paragraph, we will pause to underline and discuss any important facts.
+ After we finish reading the article, I will ask students to compare this to what they have learned through their own previous research.  
  (Bloom: Evaluate, Analyze, Gardner: Interpersonal)

+ After we finish discussing why drums are important, I will ask students to write down three things they learned from the article. The piece of paper will serve as their ticket for being able to get their drum making supplies.  
  (Bloom: Application, Gardner intrapersonal, Linguistic)

**Making Drums:**
> Select students to read the directions.
> Review the expectations when doing art projects. Have students explain the rules and procedures. Really hit on treating our work and the work of others with respect.  
  (Bloom: Knowledge, Gardner: Intrapersonal)

> After we read the directions, students will come to the back table and turn in their paper from the previous part in exchange for supplies.
> Allow the students to work through the project at his/her own speed.  
  (Bloom: Application, Gardner: Intrapersonal, Spatial)

> Teacher will make sure that students are staying on task and doing what they are expected to do.
> While students are working on making their drums, the teacher will play music of Native American drummers.  
  (Gardner: Musical)

**Decorating Drums:**
= Once the drums are created, students may use the information they have learned about their tribe to decorate their drums.  
  (Bloom: Synthesis, Gardner: Spatial)

= Students must be able to explain why they are drawing/building the images they are.
= The pictures must relate directly to something the tribe values or to a specific important event of the tribe.
= Teacher will ask questions and check to make sure students are doing what they are supposed to do during this time.
= While students are decorating their drums, the teacher will play music of Native American drummers.  
  (Gardner: Musical)

**Self-Assessing Art Portion:**
*Explain how the self-assessment works.*
*Students will write a short response to the questions about how they behaved while they worked on their art project.*  
  (Bloom: Evaluation, Gardner: Intrapersonal)

*Students will turn this in to the tray when they put their drum on the back table.

**Closure:**
Please, show your drum to someone sitting next to you. Explain why you decorated your drum the way you did (Bloom: Evaluation, Gardner: Linguistic, Interpersonal). Did anyone have any good ideas (Bloom: Evaluation, Gardner: Linguistic, Interpersonal)? What are some things you learned in today’s lesson (Bloom: Evaluation, Gardner: Linguistic, Interpersonal)? How does
this lesson connect with the rest of the unit (Bloom: Synthesis, Gardner: Linguistic, Interpersonal)? You will need to keep these here because tomorrow we will have a guest speaker come and teach us more about how the Native American used music as part of their everyday life.

~Adaptations/Enrichment:
Adaptations:
  Student with Hearing Difficulties: Have readers read loudly and face the class. Remind readers to read clearly. Make sure this student is following along with the reading.
  Student w/ ADHD: Have this student pass out papers. Provide preemptive breaks so that the student is able to successfully complete this project without interrupting the work of others.
Enrichments:
  Student who is a gifted reader: Provide this student with an opportunity to read whenever possible.
  Student who is a gifted artist: Allow this student a little more flexibility when it comes to decorating the drum. If other students are stuck and do not know how to decorate their drum, allow this student to help.

~Self-Reflection:
What parts of this lesson went well? Which need some work?
What do I need to change for next year?
Did the students seem to enjoy this lesson?
Were the students able to expand their knowledge because of this lesson?
How does this lesson connect with the rest of the unit?
How to Make Native American Drums

Things You'll Need:

+ 1 empty coffee can  + Construction paper
+ Clear tape  + Glue
+ Anything you need to decorate your drum

1. Cover the outside of an empty coffee can with construction paper. Wrap the rounded sides with a single color and discretely secure the seams with clear tape. It takes two sheets of 8 1/2 x 11-inch paper to make it around a 39-oz. can. Cut or fold the paper to fit within the cylinder.

2. Use a contrasting color of construction paper to add a zigzag design. Lay cut paper strips diagonally and cut the ends at an angle to end at the tops and bottoms. Tape the strips at both ends.

3. Decorate your drum based on what the tribes in your region valued. You may use any supplies that are on the back table. Some things to think about when you are deciding how to decorate your drum: what animals did your tribe value. What held a special importance to your tribe?
By: Elisa Thorp

It is a Voice. It is a Heartbeat. It is a Prayer to The Great Spirit. The Native American Drum is all of these things, and more.

Round in design, the drum speaks of Earth, Life, and is the conduit, which binds the People to their Creator. Drawing on the spirit of the animal whose hide covers the drum, the Drummer brings forth the drum's vibrational voice through coaxing out, never beating, and the sound. The voice is the beating of one's own heart connecting to the heartbeat of the Earth. The Native drummer often places a personal item, or token, inside the drum to further enhance this spiritual connection between Sacred Instrument, Creator, and Self.

Drumming has always played a significant role in education, healing, history, and ceremonies of Native American peoples. Oral histories and stories, accompanied by drumming, play a vital role in passing on ancestral traditions and customs to new generations. Costuming, song, dance, and drumming shape each aspect of ritual, providing important information about local culture and Native American beliefs and can play a significant role in Tribal identity. Shamanic (or healing) drumming provides a pathway for negative (harmful Spirit) energies to exit the body, simultaneously providing a path for positive (healing Spirit) to enter.

Through music and stories, a Tribe's history is told and re-told, repeatedly, maintaining the importance of Tribal identity. Though tradition varies from tribe to tribe, archeological evidence suggests music and dance have been an integral part of Tribal history since as early as the 7th century.

Gender frequently plays a role in Tribal drumming. Most restrict drumming to use by males. The females of a tribe will have their own, usually less flamboyant or obvious, songs, dances, and drum use. Yet, in some tribes, women play a more important role than do men.

The traditions surrounding the use of drums, as well as the type of drums played, varies from tribe to tribe. A particular drum, which most tribes seem to agree is central, is what most people refer to as "The Powwow Drum." Used at gatherings also including non-Indian People, the Big Drum is traditionally played by men with men also producing the beautifully haunting vocal accompaniment.

Generally, the Big Drum is 2-3 feet in diameter, made of a bent wooden frame, or a hollowed out log. A finely tanned buck or elk skin is stretched across the
opening and secured with sinew (buck or elk ligament) bindings. The drum is then played by men either standing or sitting around the drum.

Listening to the Big Drum and the vocals gathers ALL peoples together, regardless of gender, belief, or race. The throbbing pull of the Drum connects us, one to another, with the pounding Heartbeat of Mother Earth.

Write three things you learned from this article below:

1. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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3. __________________________________________________________
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**Drum Rubric**

<table>
<thead>
<tr>
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<th>0-2</th>
<th>3-5</th>
<th>6-8</th>
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<tbody>
<tr>
<td><strong>Following directions</strong></td>
<td>The student did not follow the directions.</td>
<td><strong>X</strong></td>
<td>The student followed all direction</td>
</tr>
<tr>
<td><strong>Decoration</strong></td>
<td>There is a little, if any correspondence with the decorations the student put on the drum and the values of the tribal region.</td>
<td>There is some correspondence with the decorations the student put on the drum and the values of the tribal region.</td>
<td>There is a direct correspondence with the decorations the student put on the drum and the values of the tribal region.</td>
</tr>
<tr>
<td><strong>Workmanship</strong></td>
<td>The student piece is messy and unorganized.</td>
<td>The student tried to pay attention to detail. However, there are a few messy places.</td>
<td>The student paid attention to detail and created a neat and orderly piece of art.</td>
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</table>

**Comments:**

Total: ____/24

*If you have any questions about the grade you received, please see me and we will discuss it.*
Think about your behavior during while making and decorating your drum. Answer the questions below based on your behavior.

1. Did you take your time making and decorating your drum, yes or no? Explain your answer.
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Did you treat your classmates with respect? Did you take their art supplies? Were you disruptive? How did you interact with your classmates?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How did this lesson go? Did you have fun? Did you learn something? How does making a drum increase your knowledge about the region?
   
   __________________________________________________________
   __________________________________________________________
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   __________________________________________________________
<table>
<thead>
<tr>
<th>Student was respectful towards own work</th>
<th>Student was respectful towards others’ work</th>
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</table>
Lesson: Drama: Lesson 9
Length: 80 minutes
Age or Grade Level Intended: 5th Grade

Academic Standard(s):
Social Studies:
5.1.3 Way of Life Before and After the Arrival of Europeans to 1610. Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. (Core Standard)

English:
5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
5.7.9 Speaking Applications:
   Deliver narrative (story) presentations that:
   • establish a situation, plot, point of view, and setting with descriptive words and phrases.
   • show, rather than tell, the listener what happens

Theater:
5.6.3 Explore the use of sounds and the voice to express character, feelings, and mood.
5.6.4 Create spontaneous dialogue to express feelings

Performance Objective(s):
Students will work in groups to recreate a Native American story into a drama, in such a way that allows them to receive at least a 75% according to the rubric.

Assessment:
Students will be graded according to the attached rubric focuses on the English standards.

Advance Preparation by Teacher:
-Print directions, presentation note sheets, and rubrics
-Request internet and printing access

Procedure:
Introduction/Motivation:
Earlier this week we had a storyteller come and today, we are going to focus on storytelling. What was it like to hear the Native Americans tell their stories? Did listening to the stories make the tribe come to life for you? (Blooms: Knowledge Gardner: Interpersonal) For the next couple of days we are going to spend some time working with Native America stories and I want you to remember what it felt like to listen to the stories we heard. Today, we are going to recreate one of the stories into a drama.

Step-by-Step Plan:
1. Research and Find Stories:
   a. Work with you groups to find two Native American Stories.
   b. One needs to be the same for all group members but one can be different.
   c. Once the teacher reviews what you have selected you may print them.
d. Staple each story separately. Turn in the one that is different, but keep the one that is the same on your desk.

2. **What is a good drama? (Teaching Part)**
   a. Ask for students help to fill out the chart on their direction page.
   b. What are traits of good dramas? What are traits of not so good drama? (Fill in chart as students come up with traits)  
   (Blooms: Knowledge Gardner: Interpersonal, Linguist)
   c. To go more deeply play the clip below. Re-ask the questions and continue to add to list.  
   (Blooms: Application, Comprehension Gardner: Interpersonal, Linguist)
   Good Example: [http://www.youtube.com/watch?v=2tO-Xx_9spM](http://www.youtube.com/watch?v=2tO-Xx_9spM)  
   -Can figure out what is going on even though we do not understand the language. There is movement, voice expression, etc.)
   Bad Example: [http://clips.rofl.to/clip/bad-actors](http://clips.rofl.to/clip/bad-actors)  
   -Do you believe any of these soccer players were actually pushed or hurt? Why or Why not? What are some characteristics of bad acting? Add these too the list.  
   (Blooms: Application, Comprehension Gardner: Interpersonal, Linguist)
   d. Explain that later when the students are creating and performing their dramas, they must be believable and have the characteristics of good dramas.

3. **Work Time:**
   a. Give students time to work on creating their dramas.
   b. Walk around, answer questions, and ask questions. Push the students who need a little extra motivation or who can do more with their story but do not know it. Make sure everyone is on task.
   Questions to ask students and have groups think about-
   - Is this story believable? Will the audience understand this story just by watching you? Does it follow the list of good traits? Are you loud enough? Is there enough expression in your voice? Do your actions help us understand? Should you move more?  
   (Blooms: Evaluations, Synthesis Gardner: Interpersonal, Kinetic)

4. **Presentations:**
   a. Review expectations for activity and review how students will be graded.
   b. Call groups up one at a time to present.
   c. Make sure the rest of the class is completing the Presentation Note Sheet.

**Closure:** (Reflection and Grand discussion about drama presentations)
—Before we finish up and discuss the presentations, I want to give everyone a chance to reflect on all the presentations as a whole. In your notebooks, please answer the following questions. They do not have to be long, drawn out answers just a few words. After a few minutes, we will talk about what you wrote. **Questions:** How do you feel about your drama? (Blooms: Evaluation, Gardner: Intrapersonal/Interpersonal) What worked and what did not? (Blooms: Evaluation, Gardner: Intrapersonal/Interpersonal) Were you able to tell your story and bring it to life for the audience? (Blooms: Evaluation, Gardner: Intrapersonal/Interpersonal) What did you learn from this lesson? (Blooms: Evaluation, Gardner: Intrapersonal/Interpersonal)
—Tomorrow, we are going to continue working with Native American stories, only this time, instead of making it into a drama using movements and multiple people, you are going to work alone to bring the story to life. Tomorrow, you are becoming storytellers!

**Adaptations:**
- **Student with ADHD:** This student should be okay because they will be acting and moving. However, provide breaks after extended periods of sitting and between plays. In addition, I will have this student pass out the papers for this lesson.
- **Student with Hearing Difficulties:** I will have this student sitting close to the front and remind the students they need to speak loudly so everyone can hear them during their presentations.

**Enrichments:**
- **Student gifted in Language Arts:** I will allow this student to be the leader in his/her group. If other groups seem stuck, I will ask this student (and all students) for suggestions. I will also push this student’s group do go a little deeper with their recreation.
- **Student gifted in Creativity:** I will allow this student to be the leader in his/her group. If other groups seem stuck, I will ask this student (and all students) for suggestions. I will also push this student’s group do go a little deeper with their presentation.

**Self-Reflection:**
**Questions:**
Did the students seem to enjoy this?
Did the students learn from this lesson?
Will the information they learned in this be able to transfer to other areas or did they not understand it well enough?
Did the students increase their knowledge of all the groups Native American tribes?
Were all of the students challenged or was it too easy/difficult for some?

**Name:** ___________________________________ **Date:** __________
**DIRECTIONS:**
*Check off each step as you finish it.*

**Steps:**

___ With your group, go online and find two stories.

- The first story needs to be the same for the entire group; this will be the one you recreate into the drama.
- The second story can be different for each group member. Just pick one you like and print it. You will use this tomorrow.

___ Complete the **Good Drama Note-Taking Guide**.

<table>
<thead>
<tr>
<th>Traits of a Good Drama</th>
<th>Traits of a not so good drama</th>
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</table>

___ Recreate the first story into a drama.

- Group must work cooperatively.
- Each group member must participate.
- Each presentation must incorporate the traits of a good drama.
- One group member will introduce your drama before you begin.
  Tell us the tribe your drama is about and use the name of the story you adapted.

___ Complete the **Presentation Note Sheet** for each drama.

- This will be turned in so it needs to be readable.
- Completing this sheet will make up 20% of your final grade.
**Presentation Note Sheet:**

You will turn this in when everyone finishes presenting and it is worth 20% of your final grade. Complete each column during the reflection time at the end of each drama.

<table>
<thead>
<tr>
<th>Name of the Presentation</th>
<th>Two things the group did well</th>
<th>One thing the group needs to improve</th>
<th>Write two things you learned from this drama</th>
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"Classroom Management Plan 58"
**RUBRIC:**

Name: ____________________  Presentation: ____________________

<table>
<thead>
<tr>
<th></th>
<th>0-1 Points</th>
<th>2-3 Points</th>
<th>4-5 Points</th>
<th>6-7 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Followed English Standards</strong></td>
<td>Student’s use of volume, phrasing, timing, and gestures to takes away from the meaning of the presentation.</td>
<td>Student’s use of volume, phrasing, timing, and gestures makes the meaning of the presentation hard to understand.</td>
<td>Student’s use of volume, phrasing, timing, and gestures make the presentation understandable but does not give it anything extra.</td>
<td>Student’s use of volume, phrasing, timing, and gestures enhances the meaning of the presentation.</td>
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<tr>
<td>(English 5.7.6)</td>
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<tr>
<td><strong>Followed English Standards</strong></td>
<td>Student’s presentation does not establish a situation, plot, point of view, or setting with descriptive words and phrases.</td>
<td>Student’s presentation is miss two of these elements; situation, plot, point of view, and setting with descriptive words.</td>
<td>Student’s presentation establishes a situation, plot, point of view, and setting with descriptive words and phrases but tells the story rather than showing it.</td>
<td>Student’s presentation establishes a situation, plot, point of view, and setting with descriptive words and phrases and shows rather than tells the story.</td>
</tr>
<tr>
<td>(English 5.7.9)</td>
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<tr>
<td><strong>Followed Drama Standards</strong></td>
<td>Student uses sound and voice to express character, feelings, and mood in a way that takes away from the presentation in a substantial way.</td>
<td>Student uses sound and voice to express character, feelings, and mood in a way that makes the presentation difficult to follow.</td>
<td>Student uses sound and voice to express character, feelings, and mood in an effective way, however, it does not add to the presentation.</td>
<td>Student uses sound and voice to express character, feelings, and mood in a way that enhances the presentation.</td>
</tr>
<tr>
<td>(Theater:5.6.3 and 5.6.4)</td>
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<tr>
<td><strong>Meet Social Studies Standards</strong></td>
<td>Group does not tell the name of the tribe and story prior to beginning the drama.</td>
<td>Group tells only the name of the story prior to beginning the drama.</td>
<td>Group tells only the name of the tribe prior to beginning the drama.</td>
<td>Group tells the name of the tribe and story prior to beginning the drama.</td>
</tr>
<tr>
<td>(S.S. X)</td>
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<tr>
<td><strong>Completion of the Presentation Note Sheet</strong></td>
<td>Student answered 14 or less questions on the Presentation Note Sheet.</td>
<td>Student answered 15 to 16 questions on the Presentation Note Sheet.</td>
<td>Student answered 17 to 18 questions on the Presentation Note Sheet.</td>
<td>Student answered 19 to 20 questions on the Presentation Note Sheet.</td>
</tr>
</tbody>
</table>

Comments:                        Total: _____/35
Lesson: Storytelling: Lesson 10
Length: 40 minutes
Grade Level: 5th Grade

Academic Standard(s):
Social Studies:
5.1.3 Way of Life Before and After the Arrival of Europeans to 1610. Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

English:
5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
5.7.9 Speaking Applications:
   Deliver narrative (story) presentations that:
   • establish a situation, plot, point of view, and setting with descriptive words and phrases.
   • show, rather than tell, the listener what happens

Performance Objective(s):
Student will complete a self-assessment assessing their abilities to use volume, phrasing, timing, and gestures to enhance their storytelling presentation with the class scoring at least an 80%.

Assessment:
Students will complete a short written reflection after telling the story to the younger student.

Advance Preparation by Teacher:
- Print directions and self-reflection page
- Talk to teachers of kindergarten, first and second graders and arrange for my class to tell their students a story.
- Arrange to go to the empty lunchroom for storytelling to take place.
- Bring in a book on tape/cd

Procedure:
   Introduction/Motivation:
   —Who can tell me what we did yesterday with our Native American stories? (Blooms: Comprehension Gardner: Interpersonal) Was it easy to adapt a story and make it into a drama? (Blooms: Comprehension Gardner: Interpersonal) Today, we are going to use the other story we printed off. Everyone is going to become an amazing storyteller today. I want you to remember what it was like listening to the storyteller. Who can tell me what it felt like? Today, I want everyone to make a story come to life using only your voice. After we talk about how to be a good storyteller, I am going to pair you up with a younger student, someone who is in kindergarten, first, or second grade and you will tell him or her your story.

   Step-by-Step Plan:
   1. What makes a good storyteller? (Teaching Part)
      a. Ask for students help to fill out the chart on their direction page.
b. What are traits of a good storyteller? What are traits of a not so good storyteller? (Fill in chart as students come up with traits)  
(Blooms: Knowledge Gardner: Interpersonal, Linguist)  
c. To go more deeply play the clip below. Re-ask the questions and continue to add to list.  
(Blooms: Application, Comprehension Gardner: Interpersonal, Linguist)  
Good Examples: [http://video.yahoo.com/watch/33508/1355852](http://video.yahoo.com/watch/33508/1355852)  
-What is good about this clip?  
Bad Example: Bring in a book on tape.  
-What is different? Is one of these more interesting than the other? Why is one more interesting than the other?  
(Blooms: Application, Comprehension Gardner: Interpersonal, Linguist)  
d. Explain that later when the students are creating and telling their stories, they must use the characteristics of good storytellers.

2. Practice Time Alone:  
a. Have student practice reading their stories.  
b. Answer questions about word pronunciation and give suggestions for how students are incorporating the traits of a good storyteller into their practice.  
(Blooms: Application, Gardner: Linguistic, Spatial, Intrapersonal)

3. Practice Time with Someone:  
a. Have student pair off and work on storytelling.  
b. Explain that partner should give suggestions for making the real thing great, be positive, and be helpful.  
c. Pairs should also try to practice as real as possible  
(Blooms: Synthesis Gardner: Linguistic, Spatial, Interpersonal)

4. Presentations:  
a. Meet with the younger students in the lunchroom.  
b. Have groups pre-decided and give each group their own table or space on the floor.  
c. While students are telling their stories, I will circulate around the room making sure my students are telling their stories and that the younger students are also paying attention.

Adaptations:  
-Student with ADHD: This student should be okay because they will be acting and moving. However, provide breaks after extended periods of sitting and between plays. Also, I will have this student pass out the papers for this lesson.  
-Student who has a speaking difficulty or is otherwise unable to tell the story to a younger student: I will try to pair this student up with an exceptionally easy going younger student, however, if that is not possible or will not be conducive, I will have the student tell his/her story to another teacher or to myself. I will also give this student extra time to prepare for his/her storytelling experience.
Enrichments:
- Student gifted in Language Arts: If other students seem stuck, I will ask this student (and all students) for suggestions. I will also push this student to go a little deeper with their storytelling.
- Student gifted in Creativity: If other groups seem stuck, I will ask this student (and all students) for suggestions. I will also push this student to go a little farther when storytelling to really make it come to life for the student.

Self-Reflection:
Questions:
What worked? What did not?
What needs to be changed or deleted for next year?
What was the students favorite part?
Did everyone gain something from this, the younger students and my students?
Did my students learn the important elements of storytelling?
**DIRECTIONS:**
*Check off each step as you finish it.*

**Steps:**

1. Review the second story you found yesterday.
   - You will tell this story to a younger student and make it come to life for them, just like the storyteller on the field trip make his stories come to life for you!

2. Complete the Good Drama Note-Taking Guide.

<table>
<thead>
<tr>
<th>Traits of a Good Storyteller</th>
<th>Traits of a not so good Storyteller</th>
</tr>
</thead>
</table>

3. Find a partner and practice telling your story.
   - Give your partner suggestions for making the real thing great.
   - Be positive and helpful.
   - When you are practicing, make it as real as possible.

4. Complete the Guided Self-Reflection page.
   - Answer the questions as honestly as possible.
   - Answer the questions using complete sentences.
   - Follow the other direction written on that page.
   - Turn this in when you have completely finished it.
GUIDED SELF-REFLECTION:
Name: ______________________ Story: ______________________

Answer the questions below based on how well you told your story. After you answer and explain each question fully using complete sentences, rank how well you did.

**Zero means** you did not do this when you told your story.
For example, you did not tell the story whatsoever or made up a completely different story.

**Three means** you kind of did it but you could have done much better.
For example, your story was somewhat interesting but you could have made it more exciting.

**Five means** you did this perfectly.
For example, you followed all of the traits of good storytelling.

1. Did you tell the story accurately? Explain your answer.

________________________________________________________________________
________________________________________________________________________

Rank: 0-1-2-3-4-5

2. Did you make the story interesting? Explain your answer.

________________________________________________________________________
________________________________________________________________________

Rank: 0-1-2-3-4-5

3. Did you follow the traits of good storytelling? Explain your answer.

________________________________________________________________________
________________________________________________________________________

Rank: 0-1-2-3-4-5

4. Did you use your voice to tell the story and make it come alive? Explain your answer.

________________________________________________________________________
________________________________________________________________________

Rank: 0-1-2-3-4-5

*You do not need to rank the next two.*

4. What went really well?

________________________________________________________________________

5. What could have gone better?

________________________________________________________________________

If you need more room, you can use the back
Unit Lesson #11 (Music)

Academic Standard(s): S.S – 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610.
Music: 5.2.4 Play melodies, accompaniments, and ensemble parts of various styles and cultures expressively with correct rhythms, tempos, and dynamics.
5.4.4 Collaboratively plan and perform a vocal or instrumental melody and accompaniment within established guidelines.

Performance Objectives:
Given the drums made during a previous lesson, students will perform a Native American Song and score at least an 80% on the rubric.

Advanced Preparation by Teacher:
CDs or downloads of Native American songs for students to listen to.
Copies of the rubrics for each student

Lesson Plan:
- Teacher will remind student of the drums they made yesterday (Social Studies).
- Teacher will explain how music was important to many Native American Tribes (Teaching).
- Students will divide into their groups and listen to music from their tribe.
- Student will create a song using their drums (Music).
- Students will perform their songs for the group.
- Students will then reflect on the experience and write a short paragraph answering the question “Why was music important for your Native American Tribe.”
- Discuss what the students wrote about and let them share their paragraphs if they want. The teacher will explain that tomorrow we will be wrapping up our unit on the Native Americans.

Assessment: The teacher will collect the students’ paragraphs and make sure the students answered the questions fully, based on the rubric.
Name: ___________________________ Date:___________

**Rubric: Music**

<table>
<thead>
<tr>
<th></th>
<th>0-1 points</th>
<th>2-3 points</th>
<th>4-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions</strong></td>
<td>The paragraph contains many errors that make the paragraph difficult to read and understand.</td>
<td>The paragraph contains errors that make the paragraph somewhat difficult to read.</td>
<td>The paragraph does not contain any errors or they do not cause difficulties with reading or understanding.</td>
</tr>
</tbody>
</table>
| **Answers the question:** Why was music important to your tribe.  
*(The score of this row is doubled)* | Does not answer the question.                                                 | Attempts to answer the question.                                            | Answers the question completely.                                            |

Comments:                                                                                               Total Score: __/15
Unit Lesson #12 (Writing)

**Academic Standard(s):**
- S.S – 5.1.3 Way of Life Before and After the Arrival of Europeans to 1610.
- English— 5.5.3 Research Application: Write or deliver a research report that has been developed using a systematic research process.
- 5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.
- 5.4.8 Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity.
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

**Performance Objectives:**
Students will use the information they have collected over the past 11 lessons to construct a brochure that scores at least 80% based on a rubric.

**Advanced Preparation by Teacher:**
- Reserve Computer lab, Make copies of directions and rubrics, Have samples of what a good brochure looks like.

**Lesson Plan:**
- Tell students that today they are going to use all the information they have gathered to create a brochure telling all about their region and tribe (Social Studies).
- Teach students about what makes a good brochure (Teaching).
- Have students use computers to make brochures (Writing Concept).
- Review/reteach students how to proofread their own work as well as someone else’s work. (Teaching)
- Students will turn in brochure after they have been proofread multiple times and are ready to be turned in.

**Assessment:**
The teacher will collect the students’ rubrics and grade them using the rubric.
Directions: Brochure
Check off each step as you finish it.

Steps:

Find all the notes you have taken and all the papers you have turned in.

- You should have:
  - Note cards from first, kick off lesson.
  - Pictures of food and model house
  - Paragraphs from PE, cooking, drama, fine arts, and science lessons
  - Graphs from math lesson

Format your brochure in the following way.

- Section 1: Pictures and paragraph from cooking and PE lessons
- Section 2: Sources
- Section 3: Name of region & tribe, map of area, your name
- Section 4: Pictures from house model with paragraph
- Section 5: Paragraph from drama lesson and any other facts you want to add.
- Section 6: Graphs from math lesson and science lesson paragraph

Tips for brochure making.

- Do not write long, full sentences.
- Use short, simple phrases.
- Tell the audience the main points.
- Use color and make someone EXCITED to read your brochure.

Editing and Proofreading stage: make your brochure as correct as possible.

- Remember to use the rubric when you check it.
- Check that you made the corrections I saw when you turned each part in.
- Proofread your own.
- Have someone else proofread yours.
- Read yours one more time.

When you are happy with your brochure, print it and turn it in.

- Check that you made the corrections I saw when you turned each part in.
Name: ____________________________________  Date: __________

**Rubric: Brochure**

<table>
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<tbody>
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<td>The paragraph contains errors that make the paragraph somewhat difficult to read.</td>
<td>The paragraph does not contain any errors or they do not cause difficulties with reading or understanding.</td>
</tr>
<tr>
<td><strong>Makes the necessary corrections to documents that had previously been turned in.</strong></td>
<td>Student does not attempt to make correction.</td>
<td>Student attempts to make all necessary corrections.</td>
<td>Student makes all corrections leading to a near perfect brochure.</td>
</tr>
<tr>
<td><strong>Follows the layout laid out in the directions.</strong></td>
<td>Student does not attempt to follow directions.</td>
<td>Student attempts to follow all directions.</td>
<td>Student follows all directions.</td>
</tr>
<tr>
<td><strong>All questions are answered fully. (This score is doubled)</strong></td>
<td>Student does not attempt to answer all questions fully.</td>
<td>Student attempts to answer all questions fully.</td>
<td>Student answers all questions fully.</td>
</tr>
<tr>
<td><strong>Brochure is pleasing to the eye and nicely formatted.</strong></td>
<td>Brochure is messy.</td>
<td>Brochure is somewhat pleasing to the eye.</td>
<td>Brochure is pleasing to the eye and nicely formatted.</td>
</tr>
</tbody>
</table>

**Comments:**

**Total Score: ___/30**