

Native American Indians of New York State

OVERVIEW AND RATIONALE:

Overview:

The unit plan, “Native Americans of New York State,” is designed for students to gain an understanding of various Native American tribes and their influence on New York State. This unit was designed for 4th grade and will build off what was learned in 3rd grade. Throughout the unit, students will complete activities that will teach them about the Iroquios and Algonquians, how Native American Indians’ basic needs were met, how Native American Indian settlements were influenced by environmental and geographic factors, and the lasting impact of Native Americans in New York State today. These activities will build off the students prior knowledge of cultures, how communities are influenced by environmental and geographic factors, and map skills. By the end of this unit, students will be able to locate NYS on a map, locate where Native Americans lived in NYS, consider the role natural resources played in the development of Native American tribes, and the lasting influence of Native American culture in NYS.

Rationale:

“Native American Indians of New York” is designed for students to understand that Native Americans were the first inhabitants of New York State. Along with Social Studies, the unit will also incorporate English Language Arts, Art, Science, and Technology. To end the unit, students will be participating in a culminating project. Working independently, the students will research the importance of a longhouse to the Iroquois community. Students will then build a model of a longhouse and write a paper describing the dimensions of a real longhouse and their model, the materials used and why they were used, the process of construction, and the importance of the longhouse to the Iroquois people.

Essential Question:

How did Native Americans influence the development of New York State?

Culminating Essential Question:

What role did communities have in Native American culture, and how is it different or the same today?

SUBJECT MATTER OUTLINE:**Prior Knowledge and Skills:**

Map skills, such as locating New York State.

Outline:

I. The First People

- A. The Iroquois Indians
 - Their location in NYS
- B. The Algonquian Indians
 - Their location in NYS

II. Life in the Villages

- A. Wigwams
- B. Longhouses
- C. Hunting, Fishing, Farming
 - Roles of men and women

III. The People of the Villages

- A. Dress
 - How they looked.
 - What they wore.
- B. Clans and Councils
- C. Beliefs
 - Myths

IV. The League of Five Nations

- A. The Iroquois Tribes
- B. How the League worked.
- C. Algonquians leave NYS.
- D. Reservations

Vocabulary:

1. Native American - The first inhabitants of North America.
2. Tribe - A group of people who share the same customs and traditions and have the same leaders.
3. Stockade - A barrier, or fence, that went around a community.
4. Sapling - A tree
5. Wigwam - Homes the Algonquians lived in.
6. Longhouse - Homes the Iroquois lived in.
7. Clan - A group of family members, usually represented by an animal.
8. League - A group of tribes, or nations, that shared a common goal.
9. Sachem - Chief
10. Reservation - The land where many Native Americans live today.

Key Concepts:

Belief systems

Culture

Diversity

Places and Regions
Environment

GOALS, STANDARDS, OBJECTIVES:**ACTIVITY 1****GOAL:**

The student will understand the role of myths in the Native American culture.

OBJECTIVES:

Given Popsicle sticks, glue, yarn, beads, and feathers, the student will create a dreamcatcher, scoring at least a 12/12 on a rubric.

Given the task of writing a sentence about the meaning of dreamcatchers, the student will write a complete sentence on an index card, independently, scoring at least 6/6 on a writing rubric.

STANDARDS:**SOCIAL STUDIES****(NYS) Standard One: *History of the United States and New York***

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicator: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

National Social Studies Standard:

NSS-US.H.K-4.3 THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE

Performance Indicator: Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

ARTS**(NYS) Standard One: *Creating, Performing and Participating in the Arts***

Students will actively engage in the processes that constitute creation and performance in the art (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Performance Indicator: Students experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.

National Art Standards:

NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

Performance Indicator: Students identify specific works of art as belonging to particular cultures, times, and places

ELA:

(NYS) Standard 1: Students will read, write, listen, and speak for information and understanding.

4.1.W.9: Write labels and captions for graphics to convey information, with assistance

National ELA Standard:

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

ACTIVITY 2

GOAL:

The student will understand the role of myths in the Native American culture.

OBJECTIVES:

Given the task of writing a myth, the student will write a myth, independently, scoring at least 12/12 on a writing rubric.

STANDARDS:

SOCIAL STUDIES

(NYS) Standard One: *History of the United States and New York*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

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ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE

Performance Indicator: Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage.

ELA:

(NYS) Standard 2: Students will read, write, listen, and speak for literary response and expression.

4.2.W.1: Write original literary texts that use vivid and playful language.

National ELA Standard:

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

ACTIVITY 3

GOAL:

The student will discover where the Iroquois and Algonquians lived in New York State.

OBJECTIVES:

Given a piece of construction paper, clay, and a social studies textbook, the student will create a map of New York State, labeling Iroquois and Algonquian territories and other geographical features (mountains and rivers).

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ARTS

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4.1.W.9: Write labels and captions for graphics to convey information, with assistance.

National ELA Standard:

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

ACTIVITY 4

GOAL:

The student will discover what life was like in an Iroquois and Algonquian village.

OBJECTIVES:

Given a piece of construction paper and paint, the student will paint a picture of what an Iroquois or Algonquian village looked like, including shelter, food sources, and responsibilities of the men and women.

Given the task of writing about an Iroquois or Algonquian village, the student will write about the village, scoring a 12/12 on the writing rubric.

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National Social Studies Standard:

NSS-USH.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO.

Performance Indicator: Understands the history of the local community and how communities in North America varied long ago.

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ELA:

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4.1.W.5: Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.

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Technology Standards

National Technology Standard 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Performance Indicator: Create original works as a means of personal or group expression.

National Technology Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Performance Indicator: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

NYS MST Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.

CULMINATING PROJECT:

Goals:

1. The student will know how to conduct research on an assigned topic.
2. The student will know how to correctly design a representation of a community.
3. The student will know how to write a well-constructed research paper.
4. The student will be able to present their project in front of an audience.

Objective 1: Given the task of researching a topic, the student will write a one-page paper, scoring a total of at least 3 on a writing rubric.

Objective 2: Given the task of building a longhouse, the student will create a model of a longhouse, scoring a total of at least 3 on a longhouse model rubric.

Social Studies**(NYS) Standard One: *History of the United States and New York***

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STARTING A UNIT:

1. BrainPop video on Native Americans:

Objective:

Given the BrainPop video clip on Native Americans, the student will name the first inhabitants of the United States, and two Native American groups.

Description:

I will start the activity by explaining that we are going to begin learning about Native Americans and play the video clip .

I will explain the task for students:

Identify any famous Native Americans, Native American groups, and where the Native Americans lived. When identifying tribes, see if you can remember where they lived.

Pre-assess: Students will say what they know about Native Americans. I will involve them in a discussion of who the Native Americans were and where they lived, and estimate how many students in the class are familiar with Native Americans.

Focus: I will focus and stimulate their thoughts for the upcoming Unit on the Native Americans by showing the BrainPop video clip.

Transfer: I will then ask the following questions: Who were some of the Native American tribes found in the United States? Did any Native American groups live in New York? Which groups lived in New York?

Conclusion: I finish the anticipatory set by explaining the rationale for the Unit Plan.

Based on our discussion, it is clear to me that you have an understanding of who the Native Americans were. The upcoming Unit Plan *Native Americans of New York* will be about the concept of culture. In this Unit you will learn about the two major Native American groups found in New York State, their culture, what their communities were like, and what impact Native Americans had on our state. By the end of the Unit, you will be creating a model of what an Iroquois or Algonquian village would look like. You will work independently to create a model of a longhouse, and you will present your longhouse and share your knowledge on Native American ways of life in front of the class, your parents, and administrators.

Rationale told to students:

The Native Americans were an important part of American history. It is important to learn about the Native Americans because they have had a lasting impact not just on our country, but on our state. In our culminating project, you will investigate Native American communities in New York State, identifying the roles of men and women within that community, and determine how Native Americans used the state's natural resources and geographical features to survive.

2. Use Wordle to have students give words that they associate with Native Americans.

Objective:

Given the task of writing down one word they think of when they hear Native Americans, the student will independently write one word they associate with Native Americans.

Description:

I will start the activity by explaining that we are going to begin learning about Native Americans. I will explain the task for students:

Write down any words you know that can be associated with Native Americans. If you can, identify any famous Native Americans, Native American groups, and where the Native Americans lived.

Pre-assess: Students will write down one word about Native Americans. I will involve them in a discussion of who the Native Americans were and where they lived, and estimate how many students in the class are familiar with Native Americans.

Focus: I will focus and stimulate their thoughts for the upcoming Unit on the Native Americans by taking the words that they brainstormed and creating a Wordle document.

Transfer: I will then explain that we are just beginning to our knowledge and understanding of Native Americans and their culture. Soon we will be able to associate even more with Native Americans.

Conclusion: I finish the anticipatory set by explaining the rationale for the Unit Plan. Based on our discussion, it is clear to me that you have an understanding of who the Native Americans were. The upcoming Unit Plan *Native Americans of New York* will be about the concept of culture. In this Unit you will learn about the two major Native American groups found in New York State, their culture, what their communities were like, and what impact Native Americans had on our state. By the end of the Unit, you will be creating a model of what an Iroquois or Algonquian village would look like. You will work independently to create a model of a longhouse, and you will present your longhouse and share your knowledge on Native American ways of life in front of the class, your parents, and administrators.

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3. Pick a Native American name and guess its meaning.

Objective:

Given a Native American name, the student will write at least two ideas for what the name's meaning may be.

Description:

I will start the activity by explaining that we are going to begin learning about Native Americans and then share a Native American name.

I will explain the task for students:

Choose a Native American name from the list provided. Write down at least two ideas for what you think the meaning of the name may be.

Pre-assess: Students will say what they know about Native Americans. I will involve them in a discussion of who the Native Americans were.

Focus: I will focus and stimulate their thoughts for the upcoming Unit on the Native Americans by showing them a list of Native American names (clearly labeled: Boy names and girl names). Then I will ask them to write at least two ideas explaining what they believe the name's meaning may be.

Transfer: I will then share with the class what meanings for all of the names are.

Conclusion: I finish the anticipatory set by explaining the rationale for the Unit Plan. Based on our discussion, it is clear to me that you have an understanding of who the Native Americans were. The upcoming Unit Plan *Native Americans of New York* will be about the concept of culture. In this Unit you will learn about the two major Native American groups found in New York State, their culture, what their communities were like, and what impact Native Americans had on our state. By the end of the Unit, you will be creating a model of what an Iroquois or Algonquian village would look like. You will work independently to create a model of a longhouse, and you will present your longhouse and share your knowledge on Native American ways of life in front of the class, your parents, and administrators.

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POSSIBLE ACTIVITIES:**ACTIVITY 1**

Lesson Plan: Native American Beliefs (Social Studies) _____ Fall 2011

LESSON OVERVIEW:

This lesson builds off an introductory lesson on Native American beliefs and myths. In this lesson, students will review Native American myths. Students will create their own dreamcatcher and write about its meaning. The lesson will be taught using the Direct Instruction/Behavioral Model.

GOAL:

The student will understand the role of myths in the Native American culture.

OBJECTIVES:

Given Popsicle sticks, glue, yarn, beads, and feathers, the student will create a dreamcatcher, scoring at least a 12/12 on a rubric.

Given the task of writing a sentence about the meaning of dreamcatchers, the student will write a complete sentence on an index card, independently, scoring at least 6/6 on a writing rubric.

STANDARDS:**SOCIAL STUDIES**

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MATERIALS/TECHNOLOGY:

Glue

Popsicle Sticks

Yarn

Beads

Feathers
Social Studies Notebook
Index Cards
SMARTBoard
Native American Myth: Dreamcatchers

ANTICIPATORY SET:

I will begin by asking the class to meet me on the floor in front of the SMARTBoard. I will count down from five, and by the time I am at one, all students should be seated on the floor. I will then review with the class what a myth is. I will ask, “Who can tell me what a myth is?” I expect the answer to be that a myth is a story that is made-up and typically involves nature, gods and other supernatural characters.

The purpose of this lesson is to continue to show you all of the different myths in Native American culture. This is important because we need to learn about other people’s culture and respect it.

DEVELOPMENT: DIRECT INSTRUCTION/BEHAVIORAL MODEL

I will ask, “Who has ever had a bad dream, or nightmare?” I will then say to the students, “What if I told you the Native Americans had something to prevent you from having bad dreams? Today you are going to learn about another Native American myth. I am going to show you how the Native Americans used dreamcatchers to stop bad dreams.

I will hold up a dreamcatcher for the class to see. I will then read a myth about dreamcatchers. This will be posted on the SMARTBoard for students to follow along.

I will then go over the myth and explain the purpose of a dreamcatcher. “Dreamcatchers were used by Native Americans to protect children from nightmares. The dreamcatchers would hang above the child’s bed. The story, or myth, says that the dreamcatcher only allowed good dreams to reach the sleeping child. Bad dreams would get caught in the net. The good dreams would then pass down through the feathers to the sleeping child. As soon as the sun rose in the morning, the bad dreams would disappear.” I will then ask the students, “Do this sound real to you?” Students will most likely respond with no. I will then ask, “Why would this not be real?” Students will share their thoughts. I will then ask, “Why would the Native Americans use dreamcatchers if they were not real?” Students should answer that the dreamcatchers were used because it was part of their beliefs, part of their tradition.

Next, I will explain that the students will be making their own dreamcatcher. I will model all of the steps, showing how to make one.

Check for understanding: Before transitioning to guided practice and the activity, I will check for understanding. I will ask the students to tell me what a dreamcatcher is, and how it was used. Students will respond orally to all questions.

Transition: Now that you know what a dreamcatcher is and how to make one, let's make our very own dreamcatcher.

GUIDED PRACTICE:

ACTIVITY:

Students will be given six Popsicle sticks, glue, yarn, beads, and a feather. Students will be asked to glue the Popsicle sticks together, forming a hexagon. Students will be instructed to wait a minute or two for the glue to dry. Once dry, students will then be given yarn. The yarn will be wrapped around the Popsicle sticks, covering as much of the sticks as is possible. Next, students will take another piece of yarn and begin making the web for their dreamcatcher. Before students begin this step, however, I will model once again how to create the web. Once the web is complete, the student will be given a third piece of yarn. They will attach it to the bottom of the dreamcatcher and decorate it with beads and a feather. Throughout the entire project, I will be walking around the room assisting as needed. I will assess students through observation.

CLOSURE:

To close the lesson, I will review what was learned. I will hold up the dreamcatcher and ask students to tell me aloud what it is called. I will then ask students to tell me what dreamcatchers were used for. I will remind students that this is a legend. Dream Catchers were a part of the Native Americans beliefs.

INDEPENDENT PRACTICE:

Students will then open up their social studies notebooks. In their notebooks they will write what the purpose of a dreamcatcher is and where it goes, making sure to pay attention to all capitalization, punctuation, and grammar. Once the students' explanation of a dreamcatcher has been edited, they will then rewrite it all on an index card.

ACCOMMODATIONS/MODIFICATIONS:

- **for students with reading problems:** The student may have legends/myths read aloud to them.
- **for students with writing problems:** The student may use pencil grips.
- **for students with behavior problems:** I will use a) structured classroom routines and schedules, b) proximity control, and c) specific praise, reminders, and reprimands as needed for behavior in relation to classroom rules. For students who need more support, I will design an individualized token system or contract.

- **for students with high ability:** The student will use a classroom computer to learn more about the concept using Compass Learning.
- **for students who are English language learners:** The student will be provided with icons and peer tutoring will be provided as well.

EVALUATION:

Diagnostic: Students prior knowledge on myths Native American beliefs will be assessed during the anticipatory set through questioning.

Formative: During Guided Practice, I will be observing students and taking anecdotal notes.

Summative: The completed index card will be used as a final assessment for the lesson.

REFLECTION:

Did I grab the students' attention in my anticipatory set?

Did my anticipatory set really gauge prior knowledge?

Were there transitions between the different parts of the lesson?

Did I model the material effectively during development?

Were all of my assessments appropriate?

Did the closure provide an effective review for all students and allow for students to provide answers?

Dreamcatcher Rubric

Student Name: _____

CATEGORY	4	3	2	1	Score
Attractiveness/ Craftmanship	The dreamcatcher shows that the creator was took great pride in his/her work. The	The dreamcatcher shows that the creator took pride in his/her work. The item has	The item has several flaws that detract from the overall look.	Craftmanship is poor.	

	design and construction look carefully planned.	a few flaws but these do not detract from the overall look.			
Knowledge about Culture/ Story	The student can answer 3 questions correctly about how the dreamcatcher relates to the culture or story being studied.	The student can answer 2 questions correctly about how the dreamcatcher relates to the culture or story being studied.	The student can answer 1 question correctly about how the dreamcatcher relates to the culture or story being studied.	The student does not understand how the dreamcatcher relates to the culture or story being studied.	
Knowledge of Mask Construction	The student can clearly describe the steps used to make his/her dreamcatcher. The student can accurately point out how this process was similar or different from dreamcatchers were made in the culture being studied.	The student can clearly describe the steps used to make his/her dreamcatcher.	The student can describe most of the steps used to make his/her dreamcatcher.	The student has great difficulty describing how his/her dreamcatcher was constructed.	
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the dreamcatcher.	Class time was used wisely. Student could have put in more time and effort.	Class time was not always used wisely.	Class time was not used wisely and the student put in no effort.	

Dreamcatcher Writing Rubric

<table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">Student Name: _____</td> </tr> </table>	Student Name: _____
Student Name: _____	

CATEGORY	4	3	2	1
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Quality of Information	Information clearly relates to the main topic. It includes	Information clearly relates to the main topic. It provides 1-	Information clearly relates to the main topic. No details	Information has little or nothing to do with the main

	several supporting details and/or examples.	2 supporting details and/or examples.	and/or examples are given.	topic.
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ACTIVITY 2

Lesson Plan: Native American Beliefs (Social Studies)

Fall 2011

LESSON OVERVIEW:

This lesson builds off an introductory lesson on Native American beliefs and myths. In this lesson, students will review Native American myths. Students will create an original myth. The lesson will be taught using the Direct Instruction/Behavioral Model.

GOAL:

The student will understand the role of myths in the Native American culture.

OBJECTIVES:

Given the task of writing a myth, the student will write a myth, independently, scoring at least 12/12 on a writing rubric.

STANDARDS:

SOCIAL STUDIES

(NYS) Standard One: *History of the United States and New York*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicator: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

National Social Studies Standard:

NSS-USH.K-4.3 THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE

Performance Indicator: Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage.

ELA:

(NYS) Standard 2: Students will read, write, listen, and speak for literary response and expression.

4.2.W.1: Write original literary texts that use vivid and playful language.

National ELA Standard:

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

MATERIALS/TECHNOLOGY:

Pencil

Social Studies Notebook

SMARTBoard

Scholastics' Myth Brainstorming Matching (<http://teacher.scholastic.com/writewit/mff/mythmachine.htm>)

Native American Myths

DEVELOPMENT: DIRECT INSTRUCTION/BEHAVIORAL MODEL

ANTICIPATORY SET:

I will begin by asking the class to meet me on the floor in front of the SMARTBoard. I will count down from five, and by the time I am at one, all students should be seated on the floor. I will then review with the class what a myth is. I will ask, "Who can tell me what a myth is?" I expect the answer to be that a myth is a story that is made-up and typically involves nature, gods and other supernatural characters.

The purpose of this lesson is to continue to show you the different parts of a myth. This is important because you will be writing your own original myth.

DEVELOPMENT: DIRECT INSTRUCTION/BEHAVIORAL MODEL

In order for a story to be considered a Native American myth, there are certain parts which need to be included. There should be supernatural characters. Who can tell me what a supernatural character is? [Students should respond with characters who cannot be real (e.g. talking animals, flying people, monsters, gods, etc.)]. Your characters are not ordinary people like you and me. The second thing your myth needs is a setting. What is a setting? [Students should respond with

where and when a story takes place]. We know that myths are stories that take place a long time ago. You may want to begin your myth with the words, “Long ago.” That will take care of the when part of the setting, but you also need the where. Well, it’s up to you. Your setting can be on a mountain, in the ocean, or in the sky. These are just a few examples. Finally, your myth will need to tell a story about how something in nature was created. Who can tell me what nature is? [Students will respond with things such as mountains, trees, rivers, animals, etc.].

For example, let’s look at one of the Native American myths we’ve already read (*The Iroquois Creation Story*). This is a myth. It has supernatural characters, a natural setting, and something is being created. Who were some of the characters in this myth? [Students will respond with Turtle, Sky Woman and Sky Man]. How are these characters different from you and me? [Students will respond that they were supernatural. They lived in the sky and had powers]. Where did this myth take place? [Students will respond that it took place a long time ago, and that the setting included the sky]. What was being created in this myth? [Students will respond with North America]. This story met all of the criteria to be considered a myth.

Next, I will explain that the students will be writing an original myth. I will model all of the steps, showing how to make one.

Check for understanding: Before transitioning to guided practice and the activity, I will check for understanding. I will ask the students to tell me what a myth is, and what needs to be included in the story for it to be considered a myth. Students will respond orally to all questions.

Transition: Now that you know what a myth is, its various parts, and how to make one, let’s make our very own myth.

GUIDED PRACTICE:

ACTIVITY:

As a whole group, we will create an original myth. As a class, we will select our characters, setting, and what we would like to have created in our myth using Scholastics’ Myth Brainstorming Machine on the SMARTBoard. Once we have all of that information, we will begin writing. On a large piece of chart paper, I will write as students provide the story. Students will raise their hand to participate and offer ideas for the myth. Throughout the process, I will guide students through questioning, and I will clarify anything that students are having trouble with.

CLOSURE:

To close the lesson, I will review what was learned. I will then ask students to tell me what a myth is. I will then ask students to tell me what needs to be included in the story for it to be considered a myth. I will remind students that myths were a part of the Native Americans

culture.

INDEPENDENT PRACTICE:

Students will then return to their seats and take out their writing notebook. In their notebook, students must create a list of characters they will use in their own individual myth, a setting, and what will be created. Once students have that information in their notebook, they may begin independently working on their original myth.

ACCOMMODATIONS/MODIFICATIONS:

- **for students with reading problems:** The student may have legends/myths read aloud to them.
- **for students with writing problems:** The student may use pencil grips.
- **for students with behavior problems:** I will use a) structured classroom routines and schedules, b) proximity control, and c) specific praise, reminders, and reprimands as needed for behavior in relation to classroom rules. For students who need more support, I will design an individualized token system or contract.
- **for students with high ability:** The student will use a classroom computer to learn more about the concept using Compass Learning.
- **for students who are English language learners:** The student will be provided with icons and peer tutoring will be provided as well.

EVALUATION:

Diagnostic: Students prior knowledge on myths Native American beliefs will be assessed during the anticipatory set through questioning.

Formative: During Guided Practice, I will be observing students.

Summative: The student's completed myth.

REFLECTION:

Did my anticipatory set really gauge prior knowledge?

Were there transitions between the different parts of the lesson?

Did I model the material effectively during development?

Did the closure provide an effective review for all students and allow for students to provide answers?

ACTIVITY 3

Lesson Plan: Native Americans in New York State (Social Studies)

Fall 2011

LESSON OVERVIEW:

This lesson introduces students to where the Iroquois and Algonquians lived in New York State. In this lesson, students will review the two Native American groups found in New York (Iroquois and Algonquian). Students will create an outline of New York State using modeling clay. Students will then label their map of New York, showing where the Iroquois and Algonquians lived. The lesson will be taught using the Direct Instruction/Behavioral Model.

GOAL:

The student will discover where the Iroquois and Algonquians lived in New York State.

OBJECTIVES:

Given a piece of construction paper, clay, and a social studies textbook, the student will create a map of New York State, labeling Iroquois and Algonquian territories and other geographical features (mountains and rivers).

STANDARDS:**SOCIAL STUDIES**

(NYS) Standard One: *History of the United States and New York*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicator: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

National Social Studies Standard:

NSS-US.H.K-4.3 THE HISTORY OF THE UNITED STATES: DEMOCRATIC PRINCIPLES AND VALUES AND THE PEOPLE FROM MANY CULTURES WHO CONTRIBUTED TO ITS CULTURAL, ECONOMIC, AND POLITICAL HERITAGE

Performance Indicator: Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage.

ARTS**(NYS) Standard One: *Creating, Performing and Participating in the Arts***

Students will actively engage in the processes that constitute creation and performance in the art (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Performance Indicator: Students experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.

National Art Standards:**NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES**

Performance Indicator: Students identify specific works of art as belonging to particular cultures, times, and places

ELA:

(NYS) Standard 1: Students will read, write, listen, and speak for information and understanding.

4.1.W.9: Write labels and captions for graphics to convey information, with assistance.

National ELA Standard:

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

MATERIALS/TECHNOLOGY:

Pencil

Construction Paper

Clay

SMARTBoard

Maps of New York State

Social Studies Textbook

DEVELOPMENT: DIRECT INSTRUCTION/BEHAVIORAL MODEL**ANTICIPATORY SET:**

I will begin by asking the class to meet me on the floor in front of the SMARTBoard. I will count down from five, and by the time I am at one, all students should be seated on the floor. I will show a map of the United States. I will ask students to tell me what the map shows a picture of. [Students should respond with the United States]. I will then ask if anyone can show me where on the map New York State is. [Call on one student to go to the board and point to New York State].

The purpose of this lesson is to show you where in New York the Iroquois and Algonquians lived. Some of the Iroquois tribes are still in New York today.

DEVELOPMENT: DIRECT INSTRUCTION/BEHAVIORAL MODEL

I know that Native Americans were the first inhabitants of New York State. First inhabitants means they were the first people to live in the state. Where exactly in New York did the Native Americans live? I'm not sure exactly, so I'm going to look that information up. Where can I look this up? [Students may respond with the textbook or the Internet]. I'm going to use the textbook. I'm not sure where exactly to look in the textbook, so I'll have to go to the front of the book and look in the table of contents. I find the chapter on Native Americans, or The Early People, and I'll go to that page. Now that I know what chapter I'm looking in, I need to skip through the pages until I find a map of New York State. [Go to page showing where the Iroquois and Algonquians lived in New York]. The map shows that the Algonquians lived in the eastern part of New York State and throughout the Hudson Valley. The Iroquois lived in the western part of New York. Don't we live in the Hudson Valley? [Students should respond with "yes"]. That must mean which Native American group lived where we are today? [Students should say Algonquian].

On the SMARTBoard, draw the line on the map of New York separating the Iroquois and Algonquian territories. As I continue to look at the map of New York in the text book, what are some of the geographical features I might see in the state? [Students respond with mountains, lakes, and rivers]. On my map, I will want to write, or draw, where these geographical features are located.

Next, I will explain that the students will be creating their own map of New York. I will model all of the steps, showing how to make the map using the clay and construction paper.

Check for understanding: Before transitioning to guided practice and the activity, I will check for understanding. I will ask the students to show me where New York State is on a map. I will then

ask students to show me where in New York State the Iroquois and Algonquians lived. Finally, I will ask students to tell me what some of the geographical features of New York State are. Students will respond orally to all questions.

Transition: Now that you know where New York State is on a map, and where the Iroquois and Algonquians lived, you're going to create your own map of the state.

GUIDED PRACTICE:

ACTIVITY:

Students will be given construction paper and modeling clay. Using their textbook, the students will find a map of New York State. Students will then draw the outline of New York on the construction paper. Once they have drawn the outline, they will use the clay to go over the outline. Students will then label where the Iroquois and Algonquian territories were located in New York, making sure to draw a line separating the two areas. Then using the clay, students will create lakes, rivers, and mountains to show the state's geographical features. Students will label all of the major geographical features (e.g. Hudson River, Lake Ontario/Lake Erie, Adirondacks, Catskill Mountains).

CLOSURE:

To close the lesson, I will review what was learned. I will then ask students to tell me the names of the two Native American groups who lived in New York. I will then ask students to tell me where in the state these two groups lived. Next, I will ask students to tell me what some of the major geographical features that can be found in the state are. Students will orally respond to all questions.

INDEPENDENT PRACTICE:

Students will write a paragraph describing how the Iroquois and Algonquians may have used the geographical features found in New York State to survive.

ACCOMMODATIONS/MODIFICATIONS:

- **for students with reading problems:** The student may have legends/myths read aloud to them.
- **for students with writing problems:** The student may use pencil grips.
- **for students with behavior problems:** I will use a) structured classroom routines and schedules, b) proximity control, and c) specific praise, reminders, and reprimands as needed for behavior in relation to classroom rules. For students who need more support, I will design an individualized token system or contract.
- **for students with high ability:** The student will use a classroom computer to learn more about the concept using Compass Learning.

- **for students who are English language learners:** The student will be provided with icons and peer tutoring will be provided as well.

EVALUATION:

Diagnostic: Students prior knowledge on New York State and Native American groups will be assessed during the anticipatory set through questioning.

Formative: During Guided Practice, I will be observing students and assisting when needed.

Summative: The completed map of New York (labeled).

REFLECTION:

Did I grab the students' attention in my anticipatory set?

Did my anticipatory set really gauge prior knowledge?

Were there transitions between the different parts of the lesson?

Did I model the material effectively during development?

Did the closure provide an effective review for all students and allow for students to provide answers?

ACTIVITY 4

Lesson Plan: Iroquois and Algonquian Villages (Social Studies) Fall 2011

LESSON OVERVIEW:

This lesson builds off a previous lesson in which students were introduced to the Iroquois and Algonquian ways of life. In this lesson, students will review the two Native American groups found in New York (Iroquois and Algonquian). Students will create a painting depicting what life was like in either an Iroquois or Algonquian village. Students will then write an essay describing their painting and explaining what life was like in their chosen community. The lesson will be taught using the Direct Instruction/Behavioral Model.

GOAL:

The student will discover what life was like in an Iroquois and Algonquian village.

OBJECTIVES:

Given a piece of construction paper and paint, the student will paint a picture of what an Iroquois or Algonquian village looked like, including shelter, food sources, and responsibilities of the men and women.

Given the task of writing about an Iroquois or Algonquian village, the student will write about the village, scoring a 12/12 on the writing rubric.

STANDARDS:**SOCIAL STUDIES****(NYS) Standard One: *History of the United States and New York***

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Key Idea: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Performance Indicator: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

National Social Studies Standard:

NSS-US.H.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO.

Performance Indicator: Understands the history of the local community and how communities in North America varied long ago.

ARTS**(NYS) Standard One: *Creating, Performing and Participating in the Arts***

Students will actively engage in the processes that constitute creation and performance in the art (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea: Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Performance Indicator: Students experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.

National Art Standards:

NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES

Performance Indicator: Students identify specific works of art as belonging to particular cultures, times, and places.

ELA:

(NYS) Standard 1: Students will read, write, listen, and speak for information and understanding.

4.1.W.5: Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic.

National ELA Standard:

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

MATERIALS/TECHNOLOGY:

Pencil

Construction Paper

Paint/Brushes

SMARTBoard

Computer

Social Studies Textbook

Loose Leaf Paper

DEVELOPMENT: DIRECT INSTRUCTION/BEHAVIORAL MODEL

ANTICIPATORY SET:

I will begin by asking the class to meet me on the floor in front of the SMARTBoard. I will count down from five, and by the time I am at one, all students should be seated on the floor. I will ask students to tell me about their community. What do the men usually do? What do the women usually do? Where do you get your food? What do you use for shelter? Students will orally respond to all questions. Next, I will ask students how they think their community is different from a Native American community. Students will share their responses.

The purpose of this lesson is to show you how the Iroquois and Algonquians lived in New York, and what their communities were like.

DEVELOPMENT: DIRECT INSTRUCTION/BEHAVIORAL MODEL

I will model how students are to complete their sketch and painting of either an Iroquois or Algonquian community. In my community, I know that I need to include some very specific information. First of all, what did the Iroquois or Algonquians use for shelter. Well, I need to decide which group I want to represent. I will use the Iroquois as an example. The Iroquois used longhouses for shelter. They also used it to store goods and food. I know from doing my research that up to 20 families could live in a longhouse. I also know that in an Iroquois community, there could be up to eight longhouses. Therefore, I might start out drawing a few longhouses in the middle of the picture. There was more to the community than just the longhouses. How did the Iroquois get their food. I know that the men did the hunting and fishing. If the men did fishing, that must mean there was a body of water nearby. I'm going to draw a small river on my paper and show a man (or a few) fishing. If the men also hunted, I'm going to say that they Iroquois also lived in a wooded area. Over here in my picture, I'll draw a small forest and men hunting animals. I know that they hunted deer and turkey, so I'll draw those as well.

Now what did the women do? They did the farming. I remember that the Iroquois grew something called the Three Sisters. The Three Sisters were corn, beans, and squash. Over on the other side of my picture I might draw some women farming and include picture of corn, beans, and squash. When I'm drawing the men and women, I need to think about the kind of clothing they wore.

Now that I have my sketch, I'm going to go back and carefully paint over it as neatly as I can. I need to remember that this is going to hang out in the hallway for everyone to see. Later, when I am completely down with my sketch and painting, I am going to then describe my community. I will need to describe what my painting looks like (My painting has a picture of a...), and I will also write about life was like in an Iroquois or Algonquian community.

Next, I will explain that the students will be creating a painting of either an Iroquois or Algonquian community. If students choose to create a painting for an Algonquian community, I will explain that they will go about it the same way I modeled the Iroquois community.

Check for understanding: Before transitioning to guided practice and the activity, I will check for understanding. I will ask the students to tell me what the Iroquois and Algonquians used for shelter, how they got their food, and the roles of men and women in the community. Finally, I will ask students to tell me how the Iroquois and Algonquians used natural resources to survive. Students will respond orally to all questions.

Transition: Now that you know about the Iroquois and Algonquian communities, you're going to create a painting showing what a typical Iroquois or Algonquian community looked like.

GUIDED PRACTICE:

ACTIVITY:

Students will have already researched what life was like in an Iroquois and Algonquian village during a previous lesson, using their textbook and the Internet to research how each got their food, what was used for shelter, as well as the roles of men and women. During that lesson, students wrote short notes about each community using a T-Chart. Any students who did not finish researching may continue. In this activity, students will use all of the information that had been collected for the Iroquois and the Algonquians, and choose one to focus on. Students will be given a piece of construction paper. First, the students will sketch what either an Iroquois or Algonquian community looked like, being sure to include as many details as possible. When the students are finished, they may go back and paint their sketch.

CLOSURE:

To close the lesson, I will ask students to tell me the names of the two Native American groups who lived in New York. I will then ask students to tell me what life was like in an Iroquois and Algonquian community. Where did they live? What were the roles of the men and women, how did they get their food? Students will orally respond to all questions.

INDEPENDENT PRACTICE:

Students will write a short essay (2-3 paragraphs) about their sketch and describe their respective community.

ACCOMMODATIONS/MODIFICATIONS:

- **for students with reading problems:** The student may have legends/myths read aloud to them.
- **for students with writing problems:** The student may use pencil grips.
- **for students with behavior problems:** I will use a) structured classroom routines and schedules, b) proximity control, and c) specific praise, reminders, and reprimands as needed for behavior in relation to classroom rules. For students who need more support, I will design an individualized token system or contract.
- **for students with high ability:** The student will use a classroom computer to learn more about the concept using Compass Learning.
- **for students who are English language learners:** The student will be provided with icons and peer tutoring will be provided as well.

EVALUATION:

Diagnostic: Students prior knowledge on Native American groups and their communities will be assessed during the anticipatory set through questioning.

Formative: During Guided Practice, I will be observing students and assisting when needed.

Summative: The completed painting and essay.

REFLECTION:

Did I grab the students' attention in my anticipatory set?

Did my anticipatory set really gauge prior knowledge?

Were there transitions between the different parts of the lesson?

Did I model the material effectively during development?

Did the closure provide an effective review for all students and allow for students to provide answers?

CULMINATING PROJECT:**Description:**

To end the unit, students will participate in a culminating project. Working independently, the students will research the importance of a longhouse to the Iroquois community. Students will then build a model of a longhouse and write a paper describing the dimensions of a real longhouse and their model, the materials used and why they were used, the process of construction, and the importance of the longhouse to the Iroquois people.

Time needed to complete activity/project: 2 weeks

Goals:

1. The student will know how to conduct research on an assigned topic.
2. The student will know how to correctly design a representation of a community.
3. The student will know how to write a well-constructed research paper.
4. The student will be able to present their project in front of an audience.

Objective 1: Given the task of researching a topic, the student will write a one-page paper, scoring a total of at least 3 on a writing rubric.

Objective 2: Given the task of building a longhouse, the student will create a model of a longhouse, scoring a total of at least 3 on a longhouse model rubric.

Disciplines Addressed:

Social Studies, ELA, Art, and Technology

Task: For three days (at the most) the student will use the Internet, their social studies textbooks, and library books to research Iroquois longhouses. The student will research what an Iroquois longhouse looked like on the inside and outside, how it was made, the dimensions of an actual longhouse, and what materials were used to construct a longhouse. Students will bring in supplies needed to build their longhouse. These materials can be cardboard, twigs, leaves, branches, Styrofoam, etc. Materials such as paint, scissors, and glue will be provided in the classroom. After researching Iroquois longhouses, students are to begin building their model of a longhouse. After three days, the student will write at least a one page paper about their longhouse. In the paper, the student must write a detailed essay that described the dimensions of an actual longhouse as well as their model of a longhouse. The students must explain what materials they chose to use and why. Students must then describe the process with which they built their longhouse (step by step). Finally, students must write about the importance of the longhouse to the Iroquois people.

Role and Purpose: Think about all of the purposes your house serves. It is a place for you to sleep, and it is also a place for you to store food, clothing, and also a place where people (family members) gather on occasion to talk and celebrate. The purpose of this project is for you to be able to understand what an Iroquois village was like, and all of the uses of an Iroquois longhouse. You'll learn that Iroquois longhouses were used as more than just a place for people to sleep. Like our homes today, longhouses served various purposes in the Iroquois culture.

Audience: The class will present their longhouses and research paper to the rest of the class. Parents and administrators will be invited into the classroom as well.

Materials:

Computer with Internet access

Paper/Pencils

Drawing material

Poster board

Tree bark/twigs/grass/leaves

Use of Technology:

Students will use the computer to research longhouses.

Assessment: Students will be assessed based on the criteria in the provided rubrics

Longhouse Project Rubrics

Model

4	3	2	1
Model of a longhouse accurately reflects what an Iroquois longhouse looks like on the outside and inside. I used a variety of materials to create my longhouse.	Model of a longhouse accurately reflects what an Iroquois longhouse looks like outside. I used some materials to create my longhouse.	Model of a longhouse somewhat reflects what an Iroquois longhouse looks like. I used a limited number of materials to build my longhouse.	Model of a longhouse does not reflect what an Iroquois longhouse looks like. I only used one or two materials.

Writing Piece

4	3	2	1
I have written a detailed essay describing the dimensions of the model and an actual longhouse. I explained what materials I used and why, the process of construction and told of the importance of the longhouse to the	I have somewhat written a detailed essay describing the dimensions of the model and an actual longhouse. I explained what materials I used and why, process of construction and told the importance of the longhouse to the	My essay is not clearly written and does not describe the dimensions of the model and actual longhouse. I tried to explain what materials I used and why, the process of construction and I tried to tell the importance of the	My essay was incomplete and did not show my understanding of the importance of the longhouse to the Iroquois people.

Iroquois people.	Iroquois people.	longhouse to the Iroquois people.	
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Accommodations:

Struggling learner -May receive extra time to work on their project.

Early mastery learner - May be used to assist peers with any work.

Generalizations:

- Native Americans were the first inhabitants of New York State.
- The Iroquois and Algonquians were the two Native American groups in New York State.
- The Iroquois lived in longhouses, while the Algonquians live in wigwams.
- The different Iroquois nations of NYS joined together to form the Iroquois Confederacy, or the Iroquois League, and was later known as the Five Nations.
- Native Americans were influenced by their environment. This lead to many tribes settling near lakes and rivers.
- Native Americans survived by hunting, farming, and fishing.
- Native Americans have had a lasting impact on NYS, through the names of cities and towns.

RESOURCES:**Activities**

New York City Department of Education. *Native Americans: First Inhabitants of New York State* (Summer 2008). Retrieved October 2011 from <http://schools.nycenet.edu/offices/teachlearn/ss/41.pdf>

Scholastic: Myth Brainstorming Machine (n.d.). Retrieved October 2011 from (<http://teacher.scholastic.com/writewit/mff/mythmachine.htm>)

Native American Names:

20,000 Names from Around the World (Girls) (n.d.). Retrieved October 2011 from http://www.20000-names.com/female_native_american_names.htm

20,000 Names from Around the World (Boys) (n.d.). Retrieved October 2011 from http://www.20000-names.com/male_native_american_names.htm

Rubrics

[Rubistar](http://rubistar.4teachers.org/) (n.d.). Retrieved October 2011 from <http://rubistar.4teachers.org/>

Standards/Key Ideas (Concepts)

National Arts Standards (n.d.). Retrieved October 2011 from http://www.educationworld.com/standards/national/arts/visual_arts/k_4.shtml

National ELA Standards (n.d.). Retrieved October 2011 from <http://www.ncte.org/standards>

National Social Studies Standards (n.d.). Retrieved October 2011 from http://www.educationworld.com/standards/national/soc_sci/us_history/k_4.shtml

National Technology Standards (2007). Retrieved October 2011 from <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

NYS Arts Standards (n.d.). Retrieved October 2011 from http://www.thinkfinityny.org/standards_Arts.php?STANDARD=1&GRADEDESC=Elementary

NYS ELA Standards (n.d.). Retrieved October 2011 from http://www.thinkfinityny.org/standards_ELA.php?SKILL=WRITING&GRADEDESC=Grade+4

NYS Social Studies Standards (n.d.). Retrieved from http://www.thinkfinityny.org/NYSS_SocStud.html

NYS Technology Standards (1996). Retrieved May 2010 from http://www.emsc.nysed.gov/cte/technology/documents/techsta1_2.pdf

SS Key Concepts (n.d.). Retrieved October 2011 from <http://www.emsc.nysed.gov/ciai/socst/pub/ssovervi.pdf>

Scope and Sequence/Curriculum Map

Enlarged City School District of Middletown (n.d.). Retrieved October 2011 from <http://www.middletowncityschools.org/Portals/0/resources/SBL/K-8Curriculum/SS/SS41.pdf>

Teacher Resource

Cione, K.

Textbook

Larkin, F.D., Cunningham, J.T., Dearstyne, B.W. *New York Yesterday and Today*. (1990). Silver, Burdett, & Ginn, Inc. Morristown, N.J. pgs. 86-100.

Videos

BrainPop: Native Americans (n.d.). Retrieved October 2011 from <http://www.brainpop.com/socialstudies/culture/americanindians/preview.weml>