

## Unit Planning Form

### Stage 1 - Desired Results

#### Establish Goals:

- Give students an understanding of the importance of Native Americans to our state and identify the role of American Indians in the development of the United States.
- Students will learn to work collaboratively and learn the importance of the "tribe" to the Native Americans' survival.
- Through art, readings, pictures, creative writing and research, I want students to have a well rounded understanding of the Native American culture.

#### State Standards addressed in each content area:

##### **History/Social Studies**

- 4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.
- 4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.
- 4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.
- 4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.
- 4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.
- 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.
- 4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.

##### **Language**

- SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

##### **Art**

- 4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques,

and processes.

4-5.VA.2.1.2 Construct meaning based on elements found in a work of art.

4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas.

<p><b>Links to your students:</b></p> <p>I will have begin reading the story, "Om-Kas-toe" out loud to students about 2 weeks before we begin this unit. It is a very high interest story of a young Blackfeet Indian boy. The story has some very historical landmarks from Idaho and depicts the Idaho Native American culture very true to facts. Reading this story will help give students some background information and help keep them engaged.</p> <p>Students will need some schema built as to how long ago Indians lived in tribes in their "homeland" and possibly an explanation at the beginning of the unit as to where the tribes are today and why.</p> <p>There may be some misunderstandings such as the typical "cowboys and Indians" association our culture tends to build.</p>	<p><b>Essential Questions:</b></p> <p>Do you think Native American tribes still exist today?</p> <p>What part do they play in our culture?</p> <p>How are "Indians" viewed or <i>act</i> in television shows, cartoons or books you may have seen?</p> <p>How would your life be different if you were an Indian child - compared to your life now?</p> <p>What could we learn from Native Americans about how to work together or be a "team"?</p>
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Stage 2 - Assessment of Evidence

<p><b>Performance tasks</b></p> <p>Students will research and give a presentation on their tribe. Students will demonstrate their abilities to read multiple informational texts from a variety of resources and gain understanding about their tribe.</p> <p>Students will be working in "tribes" for the entire Unit. During this time, reflection will take place regularly about the importance of working together and why it was so important</p>	<p><b>Other evidence:</b></p> <p>Students will need to complete their tribe handbook and show their knowledge for their tribe through the activities within the tribe handbook.</p> <p>Students will also need to complete their individual notebook. In the notebook different writing activities, art, outlines and other worksheets will be assessed for if they were on task and completing the assignments</p>
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to the Indian tribes. Points will be given for exceptional teamwork and responsibilities within the classroom. The points will be used as incentive for positive reinforcements and tallied up each week and be part of a collaboration grade for the unit.

correctly.

End of Unit test will assess main topics and show achievement of the understanding of the Native American culture

### Stage 3 - Plan for Learning and Teaching

#### **Learning activities:**

**W=** Students will have a personal notebook with different activities that match up with every content aspect we touch on. Students can keep track of their progress, what they have learned and what we have discussed in class and future assignments.

**H=** Having students work in "tribes" is a new experience in the classroom for the students. I hope this engages them and also helps them want to relate more to the tribe they are studying. This is a very authentic assessment due to the fact that it is clearly assessing students ability to work collaboratively through all aspects of the daily routine in the classroom.

**E=** Students will be working on researching their tribe and presenting to the class as a tribe. Independent research is relatively a new concept for fourth grade and I intend to model what it looks like to take notes effectively and highlight information and put it into a outline form for easier use later. Other than that, I really want students to explore the information from some of the great literature, pictures, documents and websites on their own or with their group.

**R=**At the end of the unit, as part of their grade in the tribe handbook, students will evaluate themselves by giving themselves a 1,2 or 3 on topics such as: *Teamwork, effort, knowledge of subject matter and time spent on task.*

**E=** In their same evaluation page in their handbook there will also be a writing task where they will need to write a short response of how they think they did on the unit and what they liked most about it, what they liked least and what they would do differently in their learning. Teaching students how to reflect is a powerful learning tool.

**T=**Students will be able to choose one art project to complete from the art folder. In the art folder will be a variety of different art projects for different levels. This way students can feel comfortable with their choice.

Students will also be working as a team for most of the projects and assignments. Idaho history and history in general is a great topic to allow students to work collaboratively. It is a high interest topic and usually creates great discussions among students.

During the writing assignments I will use the back table as a "writing" center. There I will provide students with the extra support they may need.

**O=** All tribe information will be in files and categorized by the different groups. This way it is easy for each tribe, as well as myself, to find any information on that tribe. Any other books and information that is about Native Americans in general will also be kept in a separate shelf.

To also help students and myself stay organized we will use our "tribe handbooks" and "notebooks" everyday. Students will always have all papers and assignments already in their books. That way they can easily keep track and I can grade it as a whole at the end of the unit.