



Topic: Culture Areas of Native North America

Grade: 9-12

An integrated lesson plan covering 1 session of
approximately 1 hour.



Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to introduce students to the culture areas of Native North America. In the process, students will access and read information on the Internet on the culture areas of North America, analyze the reading passage, and record information from the reading onto the handout provided.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to

- identify the culture areas of Native North America,
- identify at least one tribal group associated with each culture area, and
- describe how early Native Americans made use of their environment.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

<i>Reading:</i>	scan a web site for specific information,
<i>Writing:</i>	Summarize, and
<i>Technology:</i>	search a site on the Internet.

State/National Standards

Colorado State Standards for History

Standard 3: Students understand that societies are diverse and have changed over time.

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Websites

Required:

<http://www.kstrom.net/isk/maps/cultmap.html>

Pre-requisites

Read at or above sixth grade level.

Handout

Native America: Culture Areas of North America

Required Equipment/Technology

- 1 Internet connected computer for each group of 2-3 students
- LCD projector for teacher demonstration

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Instructor Notes
Read or tell a Native American origin myth.	Explain that all cultures have stories of how a people came to live at a specific location. (Note: Respect cultural restrictions by making sure the season is appropriate for story telling. Some tribal traditions prohibit telling stories out of season.)
Examine and discuss the handout.	Read the instructions and review the handout. Allow for questions. Provide clarification.

Presentation

Observe how to find URLs and navigate a site.	Show students how to use an URL address.
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Performance and Practice

Instructions for students	Teacher notes
Working in groups or pairs, go to the Internet and visit http://www.kstrom.net/isk/maps/cutmap.html Click on each section of the map, scan read the linked pages to identify the principal tribes, major subsistence activities, types of dwellings and materials for each culture area, then each student should complete the handout.	Monitor students, and assist as necessary.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? How?
6. How is this lesson “integrated?”

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
3. How are students applying or wanting to apply their technical skills in other areas?

Handout

Native America Culture Areas of North America

Go to <http://www.kstrom.net/isk/maps/cultmap.html>, and then click on the links in each culture area to find the principle tribes, their major subsistence activities (how they made a living), the type(s) of dwellings and the materials used to construct the dwellings. Record this information in the space below.

Arctic

Principle Tribes:

Subsistence activities:

Dwellings/materials:

Sub-Arctic

Principle Tribes:

Subsistence activities:

Dwellings/materials:

Northwest Coast

Principle Tribes:

Subsistence activities:

Dwellings/materials:

Northern Woodland

Principle Tribes

Subsistence activities

Dwellings/materials

Southern Woodland

Principle Tribes

Subsistence activities

Dwellings/materials

Plains

Principle Tribes

Subsistence activities

Dwellings/materials

Great Basin

Principle Tribes

Subsistence activities

Dwellings/materials

Plateau

Principle Tribes

Subsistence activities

Dwellings/materials

Southwest

Principle Tribes

Subsistence activities

Dwellings/materials

Activity Checklist

1. Read or tell a Native American origin story.	
2. Distribute handout, read instructions, review handout, and clarify questions.	
3. Demonstrate how to locate an URL and how to navigate a site.	
4. Have groups or pairs of students go to http://www.kstrom.net/isk/maps/cultmap.html and scan read the links.	
5. Have each student complete the handout.	

Lesson Rubric

Item score	0	1	2	3
Internet site	Did not do the exercise	Found the site but did not read the material	Found the site but had trouble finding the information	Found the site quickly and located the information easily
Scan reading	Did not do the exercise	Had a great deal of difficulty identifying the principle tribes, subsistence activities, and dwellings/materials for each culture area	Had little difficulty identifying the principle tribes, subsistence activities, and dwellings/materials for each culture area	Easily identified the principle tribes, subsistence activities, and dwellings/materials for each culture area
Handout	Did not fill out handout	Attempted to fill out handout but work was incomplete or/ and contained multiple errors	Completed handout with few errors	Accurately completed handout