



## Topic: Southwest Culture Area

Grade : 9-12

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



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### 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 acquaint students with the major tribes of the Southwest culture area and to allow them to distinguish historically agrarian from nomadic tribes.

## Lesson Objectives

**Project Objectives:** When students complete this session, they will be able to identify and locate examples of historically agrarian and nomadic tribes in the Southwest culture area. Students will view a PowerPoint presentation of the Southwest culture area, make notes of that presentation, and work in pairs or small groups to draw a map showing the locations of tribes in the Southwest.

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

*Teamwork* work as a member of a team to accomplish an assigned task,  
*Study skills* develop note-taking skill,  
*Language* use oral language to describe the locations of tribes in the Southwest, and  
*Art* apply drawing skills and color in creating a map.

## State/National Standards

### Colorado State Standards for History

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

## Websites

Support:

[http://www.wes.army.mil/el/ccspt/natamap/usa\\_pg.html](http://www.wes.army.mil/el/ccspt/natamap/usa_pg.html)

[http://dir.yahoo.com/Regional/Countries/United\\_States/Society\\_and\\_Culture/Cultures\\_and\\_Groups/Cultures/American\\_United\\_States/Native\\_American/](http://dir.yahoo.com/Regional/Countries/United_States/Society_and_Culture/Cultures_and_Groups/Cultures/American_United_States/Native_American/)

<http://www.nmai.si.edu/>

[http://www.ncsu.edu/stud\\_orgs/native\\_american/ustribes.html](http://www.ncsu.edu/stud_orgs/native_american/ustribes.html)

<http://www.hanksville.org/NAresources/indices/NAmuseums.html>

## Pre-requisites

Students should be acquainted with the culture areas of Native North America.

## Required Materials

Map(s) showing locations of Native American tribes in the Southwest

## Required Equipment/Technology

- Computer
- LCD projector
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## THE LESSON

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

### Preparation

Activity	Instructor Notes
Discuss the topic. (10 mins.)	Read or tell a story from a Native American culture from the Southwest without revealing the culture area or the tribe. Ask students to guess the tribe and/or culture area from which the story originates. Have students identify clues from the story that helped to identify the tribe and/or culture area.

### Presentation

Show the power point presentation on the Southwest. (20 mins.)	Review the content of the power point presentation with students. Supplement the content as appropriate. Allow for questions. Clarify as needed.
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### Performance and Practice

Instructions for students	Teacher notes
Take notes as the teacher delivers information on the Southwest culture area while viewing the PowerPoint presentation on the Southwest. (Same 20 mins. as above)	Require students to make notes of the content of the PowerPoint presentation, or create a handout of the presentation with blanks for key words that students will complete during the presentation.
Working in a small group or with a partner, draw a map of the Southwest culture area showing the locations of the agrarian and nomadic tribes. Be sure to title the map, create a key, and use color. (30 mins.)	Have available several maps illustrating the locations of the agrarian and nomadic tribes in the Southwest. Helpful resources include: <a href="http://www.wes.army.mil/el/ccspt/natamap/usa_pg.html">http://www.wes.army.mil/el/ccspt/natamap/usa_pg.html</a> and <i>Atlas of the North American Indian</i> by Carl Waldman.

## 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?

### Activity Checklist

1. Read or tell Native American story from the Southwest	
2. Show “Life in Extremes: the Southwest Culture Area” PowerPoint presentation.	
3. Have students make notes or complete teacher created handout.	
4. Display several maps show the locations of Native American tribes.	
5. Have students work in pairs or small groups to draw a map of the Southwest showing the locations of Native American tribes.	

## Technology Checklist

1. Computer to run PowerPoint presentation	
2. LCD projector to display PowerPoint presentation	

## Lesson Rubric

Item => Score	0	1	2	3
Power Point presentation notes	Did not make any notes	Wrote few notes	Wrote a set of notes with few omissions or inaccuracies	Wrote complete and accurate set of notes
Drawing map	Did not contribute to map drawing	Provided minimal contribution to map drawing	Provided significant contribution to map with few errors	Provided significant contribution to accurate map drawing