



Topic: Ute Bear Dance

Grade: 9-12

An integrated lesson plan covering 2 sessions of approximately 1 hour each.



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

After viewing the slide show “Utes: People of the Shinning Mountains,” students will work with a partner or in a small group to visit several URLs and read information about the Ute Bear Dance. They will make notes of this information, then write a 500 word, 3-paragraph summary of the Ute Bear Dance.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to describe in writing the purpose and process of the Ute Bear Dance.

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,
Writing: make notes and summarize information in paragraph form, and
Technology: locate a specific URL and use the computer for word processing.

State/National Standards

Colorado State Standards in History

Standard 3.2: Students understand the history of social organization in various societies.

Standard 6.3: Students know how various forms of expression reflect religious beliefs and philosophical ideas.

Websites

Required:

<http://www.southern-ute.nsn.us/culture/bear.html>

<http://www.edonnet.com/utemtnute/photos/games/index.html>

<http://www.ubtanet.com/~northernute/BB%20Ute%20Culture.html>

<http://www.utemountainute.com/>

Support:

<http://www.ubtanet.com/~northernute/>

<http://www.southern-ute.nsn.us/index.html>

<http://www.canyonrecords.com/cr6113.htm>

<http://bvsd.k12.co.us/schools/mont/topics/UteIndians/UteIndians.html>

<http://www.edonnet.com/utemtnute/photos/index.html>

<http://www.encyclopedia.com/articles/13294.html>

<http://www.fortunecity.com/victorian/rothko/140/ute.html>

Pre-requisites

Students should have been introduced to Native American history and culture.

Required Equipment/Technology

- Computer with Word and Internet link for every 2-3 students
- LCD projector for demonstrations

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	Tell or read a Ute story. Will Hobbs' <i>Beardream</i> may be a useful resource.

Presentation

Observe the demonstration on locating a URL and using Microsoft Word to create a document.	Demonstrate locating a URL and creating a document in Microsoft Word to students. Clarify questions.
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Performance and Practice

Instructions for students	Teacher notes
Make notes on the slide show presentation "Utes: People of the Shinning Mountains."	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.
You and your partner or group will go to the following URLs and read about the Ute Bear Dance: http://www.southern-ute.nsn.us/culture/bear.html http://www.edonnet.com/utemtnute/photos/games/index.html http://www.uteanet.com/~northernute/BB%20Ute%20Culture.html http://www.utemountainute.com/	Assist students as necessary in locating the URLs and finding the portion of the web page concerning the Ute Bear Dance.
Take notes on the information in the web pages. Use your notes to develop the summary.	Assist students as necessary, making certain that they are including the main points from the readings in their notes.

With your partner or group write a summary of least 500 words in at least three paragraphs about the Ute Bear Dance using Word.

Assist students as necessary. Encourage them to use their group's members as editors in the group writing. Insist that all writing is spell checked.

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 a Ute story.	
2. Demonstrate how to locate a URL and creating a document in Word.	
3. Have students go to http://www.southern-ute.nsn.us/culture/bear.html http://www.edonnet.com/utemtnute/photos/games/index.html http://www.ubtanet.com/~northernute/BB%20Ute%20Culture.html http://www.utemountainute.com/	
and read the information on the Bear Dance.	
4. Have students make notes on the Bear Dance information found at these sites.	
5. Have students work as partners or small groups to use their notes to write a summary of their learning about the Ute Bear Dance.	

Technology Checklist

- Computer with Word and Internet link for every 2-3 students
- LCD projector for demonstrations

Lesson Rubric

Item => Score	0	1	2	3
Located URLs and read the information	Did not find any of the sites. Did not read the information	Found one or two of the sites and read the information	Found three of the sites and read the information	Found all four sites and read the information
Making notes	Did not make notes.	Made adequate notes on the information in one or two sites	Made adequate notes on the information in three sites	Made adequate notes on the information in all four sites
Written summary	Did not write a summary	Summary lacks detail, accuracy, and length	Summary has minor problems in detail, accuracy, or length	Summary is well written including detail and accuracy, at least 500 words and at least 3 paragraphs long

