



Zuni Pueblo, New Mexico
Photo by Edward Curtis
Library of Congress

Topic: Native America

Grade : 9-12

An integrated lesson plan covering 4 sessions of approximately 1.5 hours each.



Chilkat Blanket, Alaska
Photo by Frank Nowell
University of Washington Libraries

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

Small groups of students will demonstrate the results of research on Native American tribal groups by producing a slide show presentation. Resources for research will be found in the library, on-line, and through personal communication.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to... demonstrate to others significant elements of history and culture of at least one Native American tribal group.

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,
Research skills: locate information relative to a research topic,
Writing: summarize,
Technology: use the Internet as a research tool, produce a slide show, and
Speech and Language: deliver a prepared presentation before an audience.

State/National Standards

Colorado State Standards for History

Standard 2: Students know how to use the processes and resources of historical inquiry.

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

Standard 3.1: Students know how various societies were affected by contacts and exchanges among diverse peoples.

Websites

Support:

<http://www.nativeamericainc.com/index.html>

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

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

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

<http://www.nativevoice.org/news/news1.htm>

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

<http://cwis.org/>

Pre-requisites

Students should have been introduced to the culture areas of Native North America and tribal groups that are representative for each culture area.

Required Materials

Library collections related to Native American history and cultures

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Mountain Plains Distance Learning Partnership 2001

Handout

Native America Assessment Activity

Required Equipment/Technology

- Internet connected computers with Microsoft PowerPoint for every 2-3 students
- LCD projector for demonstration purposes and for class presentations of completed slide shows

THE LESSON

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

Part I

Preparation

Activity	Instructor Notes
Discuss the topic. (10 mins.)	Read or tell a Native American story. Ask students to identify elements of the story that suggest tribal origin.

Presentation

Review assignment requirements (Handout 1). (10 mins.)	Clarify questions about assignment requirements.
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Performance and Practice

Instructions for students	Teacher notes
Working with a partner or in a small group, conduct library and Internet research on a Native American tribal group. (140 mins.)	Assist students as necessary in locating appropriate resources and taking notes from the resources.

Part II

Observe teacher's presentation on working with PowerPoint software. (20 mins.)	Demonstrate Microsoft PowerPoint to students. Clarify questions
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Performance and Practice

Develop a slide presentation to show the results of your research. (90 mins.)	Clarify questions and provide assistance as needed.
Present your group's slide show to the class. (90 mins.)	Encourage class in good audience behaviors. Encourage group members in presentation.

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 Assessment Activity

Task

You will work with a small group to develop a slide show demonstrating the results of your research into a Native American tribal group. You will use library and Internet resources for your research. You may use information from interviews and personal experiences, too. Your presentation will consist of 2 slides developed by each group member plus a title slide. Slides must use text and graphics to illustrate social and political organization, religion, subsistence and economic activities, history and/or other aspects of tribal life. Use of sound in your slide show is optional.

Audience

You will display your slide show to the class. Some shows may be posted on the Internet.

Purpose

The purpose of the slide show is to help your audience understand some aspects of a Native American tribal culture.

Procedures

1. Decide with your group which tribe to feature in your exhibit.
2. To get ideas and information, visit online several museums with exhibits on Native American history and culture and official tribal web pages.
3. Use magazines and periodicals like *National Geographic* and *Native Peoples*, as well as books and the Internet.
4. On a piece of notebook paper draw a rough layout of each slide and the information it will contain.
5. Use Microsoft PowerPoint to create your slide show.
6. Plan to show your presentation to the class on _____.

Activity Checklist

Discuss the topic.	
Review the assignment requirements.	
Working in groups, have students conduct research.	
Demonstrate how to create a slide show presentation.	
Have each group of students develop a slide show presentation.	
Have groups present their slide shows to the class.	

Lesson Rubric

Item => Score	0	1	2	3
Research	Did not participate	Minimally participated	Actively participated and located several topic related library and Internet resources	Actively participated and located numerous topic related library and Internet resources
Development of slide show	Did not produce any elements	Produced one page	Produced two pages	Produced two pages and helped group's title and/or bibliography pages
Slide show presentation	Did not participate	Minimally participated	Actively participated	Actively participated and encourage group members