

Teacher:	Owens
Subject:	Social Studies
Unit of Instruction:	Native American Cultures
Standards:	<b>SS4H1 The student will describe how early Native American cultures developed in North America.</b>
	a. Locate where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole).
	b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.
	<b>SS4G2 The student will describe how physical systems affect human systems.</b>
	a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.

Tiered Lesson Plan	Student Unit Learning Activities
<p><b>Everyone must do all of these</b> →</p>	<ol style="list-style-type: none"> <li>1. Assemble the Unit 1: Native American Cultures interactive notebook with assignments from below.</li> <li>2. Record the unit vocabulary words, their definitions, and a sentence using each in your notebook.</li> <li>3. Complete a top tab book with facts about each tribe and their location, clothing, homes and food based on class discussions.</li> </ol>
<p><b>Everyone must choose two or more of these</b> →</p> <p><b>Tier 1:</b> Basic knowledge, understanding. The student builds on his/her current level of core information. Bloom's Taxonomy: Knowledge</p>	<ol style="list-style-type: none"> <li>1. Label and Color a map of the emphasized Native American tribes.</li> <li>2. Create a vocabulary matching worksheet.</li> <li>3. Choose three Native American tribes and create a poster of the various shelters used by those tribes.</li> <li>4. Create a chart identifying which Native American tribes created and lived in permanent settlements and which tribes were nomadic.</li> <li>5. Create a song for remembering the geographic locations of the emphasized Native American tribes.</li> </ol>
<p><b>Everyone must choose two or more of these</b> →</p> <p><b>Tier 2:</b> Application or manipulation of the information learned in the 1<sup>st</sup> layer. Problem solving or other higher level thinking tasks. Bloom's Taxonomy: Application &amp; Analysis</p>	<ol style="list-style-type: none"> <li>1. Select a Native American tribe. Write a 2-3 paragraphs explaining where they lived, and how they used their environment to obtain food, clothing and shelter.</li> <li>2. Construct a 10 question quiz about the Native American cultures and geography.</li> <li>3. Create a detailed Venn Diagram that compares and contrasts nomadic tribes to the more stationary tribes. Then write 2-3 paragraphs explaining the information in the Venn Diagram.</li> <li>4. Write a letter to a friend explain which Native American tribe you would choose to be a member of and why.</li> <li>5. Create a geography flip book showing maps of North America and the location of the each of the tribes.</li> </ol>

<p><b>Everyone must choose one of these</b> →</p> <p><b>Tier 3: Critical Thinking and Analysis.</b> This layer requires the highest and most complex thought.</p> <p><i>Bloom's Taxonomy: Synthesis &amp; Evaluation</i></p>	<p>1. Pretend you are a tree in a Native American settlement in North America. Write a narrative essay that depicts the life for the Native Americans both before and after the Europeans arrived. What did you witness?</p> <p>Be sure to include the following elements in your story:</p> <ol style="list-style-type: none"> <li>1. The location and description of environmental /geographical features of your Native American settlement</li> <li>2. The name of the Native American nation that resides nearest to you</li> <li>3. How the Native Americans used you or other natural resources to survive</li> <li>4. The name of the Europeans first explored your area and an account of their journey</li> <li>5. The first conversation that might have taken place between the Native Americans and the Europeans in your region. Were they friendly towards one another? Hostile? Fearful?</li> </ol> <p>2. Create a fictional Native American tribe. Describe in detail where you would locate your tribe, including climate, terrain, and other Native American tribes in that area. Be sure to explain the resources provided by your chosen location, and how your tribe will use those resources to obtain food, clothing and shelter.</p> <p>3. Students will create Native American playing cards that describe a Native American Nation. Students will make a card for the Inuit, Kwakiutl, Nez Perce, Hopi, Pawnee, and Seminole nations. Each card will include the following information: Native American nation's name, location, important natural resources, style of home, settlers encountered and character traits, such as honesty, patriotism, courage, and trustworthiness.</p> <p>4. With a group, select a particular Native American tribe. Using visuals, costume, and dialogue pretend that you have come back in the time and to explain the everyday life of your tribe. Additionally, let the audience know the benefit that you bring to the United States, and how you feel about the explorations of the Europeans and their interactions with your people. Be sure to have your dialogue written and followed. Provide a question and answer time at the end of your presentation.</p>
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