**Unit Plan Overview**

**Unit: Native Americans**

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| **Stage 1- Desired Results** | | | | |
| **Connections to Context:**  -This unit connects to the community context in that students will be learning about Native Americans that once lived within the Grand Rapids area.  -This unit connects to the context of student diversity, with one of the students in the classroom being Native American.  -This unit connects to the context of the Christian school environment in that the unit will follow the outline of creation, fall, and redemption.  -This unit will address the school's mission-related goal of valuing multiculturalism and showcasing different cultures in the classroom.  -This unit will address the school's mission-related goal of teaching justice related issues and advocating for change.  -Students recently learned about their local community around the school. This unit builds off of these experiences and will teach students about the Native Americans that lived within their area.  **Established Goals:**  GLECS, Social Studies Grade 2:  G2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another  community.  2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).  GLECS Science Grade 2  -E.SE.02.21 Describe the major landforms of the surface of the  Earth (mountains, plains, plateaus, valleys, hills).  Common Core Language Arts Standards, Grade 2:  -[CCSS.ELA-Literacy.SL.2.1](http://www.corestandards.org/ELA-Literacy/SL/2/1/) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  -[CCSS.ELA-Literacy.W.2.7](http://www.corestandards.org/ELA-Literacy/W/2/7/) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)  -[CCSS.ELA-Literacy.SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  GLECS, Social Studies Grade 3:  3 – H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.  Common Core Language Arts: Grade 3  -[CCSS.ELA-Literacy.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  -[CCSS.ELA-Literacy.W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/) Conduct short research projects that build knowledge about a topic.  -[CCSS.ELA-Literacy.SL.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  -[CCSS.ELA-Literacy.SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  Art GLECS:  ART.VA.I.4.2 (Content Standard 4): All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts. | **Transfer** | | | |
| *Students will be able to independently use their learning to…*   * *Recognize that groups of people have unique characteristics that set them apart.* * *Operate effectively in a collaborative group setting, to both research and report on an assigned topic.* * *Analyze how a region's geography might affect the characteristics of Native Americans who live(d) there.* * *Identify characteristics Native Americans and Europeans adopted from each other* * *Compile reasons as to why conflict between Native Americans and Europeans occurred.* * *Value all people, even if they are different from themselves.* | | | |
| **Meaning** | | | |
| UNDERSTANDINGS  *Students will understand that…*   * *God created humans to be unique and diverse.* * *The effects of the fall influenced the conflict between Native Americans and Europeans.* * *God calls us to value and accept those who are different from us.* | | ESSENTIAL QUESTIONS  *Students will keep considering…*   * *How does the lifestyle of early Native Americans compare and contrast with my own lifestyle?* * *How can learning about Native Americans help me better understand God's creation?* * *How can I better value and accept those who are different from myself?* | |
| **Acquisition of Knowledge, Skill and Values/Commitments/Dispositions** | | | |
| *Cognitive Objectives*   * Outline where the regions (Southwest, Plains, and Eastern Woodland) occur. * Identify characteristics found within each region. * Analyze descriptions and visuals to determine which region is being represented, based on knowledge of regional characteristics. * Evaluate, with guidance, how regional characteristics might affect the daily lives of Native Americans. * Identify the tribal group they are researching, their role in the large group, the partner they will be working with, and their specific research area. * Describe the research they found in their partner groups. * Describe how Native Americans use things from their environment in order to survive. * Analyze how the characteristic they are researching with their partner is affected by their region's geography. * Use knowledge from partner research to make informed decisions about which objects or foods we use today might have originated from Native Americans. * Recognize that many characteristics from our daily lives come originally from Native Americans. * Compile their partner research to create a video recording about their regional characteristic. * Identify a conflict between Europeans and Native Americans that occurred within their regional area. * Recognize the characteristic described in each video. * Describe their research to the class, if their peers have any questions after the video. * Recall and describe information from previous lessons. | *Physical Development Objectives*   * Carry out responsibilities and skills related to their specific assigned task. * Speak clearly in front of peers using proper pace, and when appropriate, hand motions. * Use a flip camera to videotape their peers. * Write and speak in complete sentences when necessary. | | *Socio-emotional Objectives*   * Create three rules, together as a group, for effective group work, based off prior. knowledge and experiences * Demonstrate use of the rules they create in work as a group. * Work effective socially within a large group and partner group setting. * Respond to a conflict between Europeans and Native Americans that occurred within their regional area. * Value the diversity among Native American tribes. |
| **Stage 2- Evidence** | | | | |
| **Evaluative Criteria** | *Students will show their learning by…* | | | |
| Students will be evaluated on whether they:   * Included detailed information about their characteristic (that testifies research of the topic.) * Have both people participate during the video. * Have clear speech that is slow and loud enough for the audience * Provide one picture, either hand-written or from books. * Have a video that is 1-2 minutes long | PERFORMANCE TASK(S):   * Research Results Video: Each partner group will be creating a video that describes the specific characteristic they researched in their tribal area. The video will also explain how their region's geography affected their characteristic. The video will be no more than two minutes long. | | | |
| Throughout these assessments it is important that students show progression towards the unit's goals, as well as persistent work and effort to meet them. | OTHER EVIDENCE:  -Questioning/Observation from the teacher (Formative, for learning, assessment throughout all lessons.)  -Filling out regional map and answering region "challenge questions" (Formative and summative assessments for lesson 1.)  -Travelogue (Summative assessment for lesson 1, pre-assessment for lessons 2-5.)  -Self Evaluation Rubrics (Formative assessment for teacher and student. Summative assessment tool as well.)  -Research Journals (Summative assessment of each day's research, Summative assessment of "mini lessons" within lessons 2-5.)  -Final Unit Test (Summative assessment of unit's main goals.) | | | |

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| **Stage 3- Learning Plan** | | |
| Pre-assessment  - Overall, this assessment has shown me the variety of past knowledge and experiences these students have had with both geography of the United States, and Native Americans in the U.S.  The assessment shows me that some students have not had much experience with United States geography, shown by the presence of several erased and rewrote arrows on their papers.  Some students on the other hand found that matching the Native American descriptions to the locations was extremely easy, one student even told me that the Native American profile "told" him where the location was. Students also showcased, in their written portion on the back of the pre-assessment, the wide range of past experiences they have had with Native Americans.  Some wrote about reading books about Navajo "code-talkers" with their grandparents, drew Sioux Natives riding horses, and explained that they have been to the "Painted Desert" and learned about Native Americans there.  Others students simply explained what they knew based off of cultural portrayals and perceptions.  These responses included things related to Native Americans being tan and having large muscles.  Several students also wrote the name "Squanto" but were unable to explain who he was, and another student wrote "I feel bad for them" on their sheet.  - It is obvious, through this pre-assessment that the students come from a variety of ability levels, and have a variety of background experiences with Native Americans. As a result, I will use the knowledge that already exists in my class and have students work in groups to learn, giving the more experienced students a chance to help lower ability students if needed.  I will also provide time for students to share their own experiences, and what they know.  Since several students also described how Native Americans look, I will include portions on how Native Americans dressed, and what materials they used to make their clothing.  I will add this to the characteristics section of each tribal area.  It is also evident that some students know the basic structure of the United States' geography, while other students appear to have little past experience with U.S. geography.  Therefore, I plan to teach the geography of the United States to these students within its own lesson.  This will give students a basis of United States geography, letting them later reflect on how it might affect Native Americans who live there.   While teaching this unit I will also include opportunities for students who know geography well to be challenged further.  It is also obvious that students think that Native Americans lived a "lesser" life than those of us today.  Throughout this lesson, I will try to bring into the discussion on how Native Americans were proud and happy with the land they lived on, and the lifestyle it led them to.  I will also tie this into my discussion on diversity, explaining how Native Americans might have lived in a way that is different from us but that doesn't mean it was a "wrong" or "bad" way to live. | | |
| (Toward which goal does each learning event build?)  Acquisition  Meaning  Transfer  Acquisition  Meaning  Transfer | Learning Events  *Student success at transfer, meaning, and acquisition depends upon their participation in these learning events…*  -Creation of the regional characteristics map as a class (Lesson 1.)  -Region Challenge Questions (Lesson 1.)  -Brainstorming three rules as a collaborative group, and then having the chance to use those rules within collaborative group work. (Lessons 2-5.)  -Participate in group "mini lesson" where students learn about how geography affects Native American characteristics, then brainstorming how the characteristics they are researching might have been influenced by their tribal region's geography (Lesson 3.)  -Participate in group "mini lesson," brainstorming characteristics that Europeans adopted from Native Americans (Lesson 4.)  -Participate in group "mini lesson" on specific conflicts that occurred between Native Americans and Europeans in their tribal region (Lesson 5.)  -Write a reflection on a specific conflict that occurred between Native Americans and Europeans in their tribal region (Lesson 5.)  -Research and report on a specific characteristic from one Native American tribal region in a collaborative group setting.(Lessons 2-5.)  -Compile important information from partner research into a video clip, in order to teach fellow students (Lesson 5.)  -Watch video clips created by other partner groups, learning more about other tribal areas and their characteristics (Lesson 6.) | Progress Monitoring  -I will monitor student's progress throughout these learning activities through questioning and observation, how much progress students are making according to their self-evaluation rubrics, and through the quality of students answers and research found within their research packet. I will take note of what stage students are at in acquisition, meaning, and transfer through these activities.  -Students will monitor their own progress towards acquisition, meaning, and transfer through their self-assessment and through their ability to meet the day's research goal, and answer questions found within their research packet.  -Potential rough spots include students’ ability to find research and work together effectively in a collaborative group. Misunderstandings might come up in how the groups and research are organized. Students may also become confused by what their "specific task" is. These misunderstanding might get in the way of student acquisition, progress, and transfer.  -I will write notes to students in their research journals commenting on the research they have done, the questions they answered, and how well they are meeting their goals. I will also comment on how well they are working together as a group. Within these areas I will offer praise and advise on how to improve. I will also help guide students toward more affective group work and techniques that may help them acquire more knowledge through their research. |