

Native Americans

An Integrated Elementary Lesson

Meaghan Crowley



Lesson Overview

This lesson uses a variety of learning styles and techniques to integrate literacy sequencing standards and Social Studies content standards, so as to introduce early elementary students to research and the role Native American Nations play in our country's history. The lesson begins with two Native American stories read aloud. Students are asked to sequence these two stories through the use of story time statues and a storyboard graphic organizer. A teacher led discussion encourages the students to learn about how sequencing is important not just in understanding history but also in fully understanding literature.

Following these stories, students reflect in their journals on a visual image and are asked to determine whether or not all Native Americans are the same. Connecting their prior knowledge to the varying depictions of Native Americans from the two stories and the image, students are led to an understanding that Native Americans are a broad group of people made up by many different nations.

Then a carefully modeled introduction to research has students in groups researching different Native American nations of the American West. The lesson ends with group presentations on their research and a discussion on how white settlement affected all Native Americans.

Class, Level, Duration, # of Students

- 2nd grade Integrated History Lesson
- 4-Day Lesson, 2 Blocks a Day, 50 min each Block
- 16 students (can be adapted for varying class sizes)

Location

St Rose of Lima Catholic Academy, Denver, CO

Key Vocabulary

Native Americans, settlement, reservations, tribe, nation, sequence, transition

Instructional Materials

- The Legend of the Indian Paintbrush by Tomie dePaola
- The Rough-Face Girl by Rafe Martin
- Index cards for word wall and for student groups to answer questions
- "The True books".... The Utes, The Navajo, The Lakota Sioux, The Hopi, The Apache.
(Found at most public libraries)
- 12x18 black construction paper
- Writing strips
- Mini map of the US
- Colored Star Stickers

- Markers
- Black and White packets of copied pictures from their books.
- Appendices attached

Enduring Understanding (Big Idea)

As a result of this lesson, students should be able to note differences between nations of Native Americans, disproving the common societal misconception that all Native Americans are the same. Students should also begin to develop an understanding of the importance of sequencing events to fully understand history and literature. Finally, students will gain an introduction to the value of research, using easy read nonfiction texts about Native Americans.

Essential Questions

- Who are the Native Americans?
- What is a Native American Nation?
- What part do the Native Americans play in our history?
- Why is it important to study different Native American Nations?
- Do all Native Americans dress, act, speak and look the same?
- How were the Native Americans affected when Europeans settled the new land?

Lesson Objectives

Social Studies Objective:

SWBAT explain that Native Americans are a broad group of people that are made up of a multitude of separate nations all of which have their own unique traditions and ways of life that were greatly affected by European settlement.

Literacy Objectives:

- SWBAT sequence a story.
- SWBAT employ transition words when sequencing a story.
- SWBAT make connections to text read aloud.
- SWBAT employ the use of nonfiction texts to research a topic.

Standards

Common Core: RI.2.7, RI.2.5, RI.2.3, RI.2.1, W.2.7, W.2.8.

Archdiocese of Denver 2nd grade Social Studies Standards: SS3.1, SS4.2, SS4.5, SS4.4

Background

Young children often gain their knowledge of Native Americans through very stereotypical portrayals found in television, toys, Halloween costumes, and Thanksgiving legends. This lesson is designed to put these misconceptions to rest through the introduction of research. Teachers as a result need be to sure to understand exactly what misconceptions and background knowledge our students hold.

By focusing the beginning of the lesson on two Native American legends, students are given the opportunity to discuss their background knowledge in a way that allows the teacher to ask guiding questions, thereby leading his or her students towards a more realistic understanding.

Suggested Procedure

Procedure used at St. Rose can be found in the attached template. It follows a four-day lesson plan, where each day is split up into two blocks of fifty-minute instruction. Because of its use of literacy integration and research, it can extend beyond social studies and into the literacy block of the day. This lesson can be easily adapted whether to delve deeper for upper elementary or to allow for more time and considerations for lower elementary.

Differentiation

Student Interest, Ability and Learning Styles should be taken into consideration when implementing this lesson. It is possible that during the research portion of the lesson the nonfiction text might be too difficult for early or low-level Second grade readers. Therefore waiting until the second semester or grouping based on reading ability is encouraged.

Regardless, teacher assistance and monitoring is essential during the research portion of the lesson in order to maximize student learning.

- Interest is addressed in this lesson by allowing the students to choose their own group research job. It can be further addressed by allowing students to choose the Native American nation they would like to research or by granting total creativity and freedom in how their group decides to present their research.
- Ability is addressed by grouping higher-level readers with lower level readers, thereby increasing all around comprehension. To further increase differentiation based on ability, a teacher might assign group members to have certain jobs or expectations that meet the needs of their own personal ability, so as to aid or enrich their learning. (Jobs in Appendix G)
- Learning Styles are addressed within this lesson through a variety of different modes. Pictures, graphic organizers, read aloud, requirement lists, posters, discussions, presentations, and assessments cater towards all learning styles, making this lesson an engaging format for all types of learners.

Extensions

There are many ways teachers might further extend this lesson.

- Have students research using more than one source.
- Have students identify poor depictions of Native Americans in everyday life.
- Have students present their findings to an outside class or audience rather than their own personal class.
- Have students compare and contrast the life of Native Americans to the life of colonists or to the lives of current day Native Americans.
- Have students find common characteristics of Native American nations based on their way of life... example Nomadic vs. Settled/ Mountain Nations vs. Plains vs. Desert.
- Have students reflect further on the moral implications conquering and settling the Native American land.

Evaluations

- A rubric is used to evaluate the group project. Students are given a checklist in their packet of materials to help them achieve the expectations on the rubric. (Appendix A)
- The storyboard graphic organizer is used to evaluate order and understanding of the importance of sequencing. (Graphic organizer link in Appendix E)

Student Group Packets

During the lesson, students are placed into groups of four or more students. Each group is given a folder of materials and the nonfiction text on their Native American nation. The following is a list of what was included in and with the folder given to each group.

- Native American True Book (Work Cited)
- Native American Text Questions (Appendix B)
- Photo copied black and white pictures from given book
- Index cards
- 1 colored sentence strip
- 12x8 construction black paper for poster
- Mini Map of the United States w/map key template (Appendix C)
- Star Stickers (same color)
- Student Checklist (Appendix C)

Summary

By asking students to explore content through literacy and actual research, students are encouraged to develop a deeper and stronger personal connection to the content that they are learning, while at the same strengthening their reading skills. It is often said that early elementary students up until third or fourth grade are still “learning to read,” rather than “reading to learn.” This lesson shows not only that it is possible, but that there is a real benefit in helping our students at this age to do both.

Appendix A: Native American Research Rubric

(page 1)

Name _____ # _____ Grade out of 24 _____

Graded on Presentation and ability to work in a group.

CATEGORY	Exemplary	Proficient	Partially Proficient	POINT
Focus on the Task	3 points	2 points	0 to 1 point	___/3
	Stays on task all of the time without reminders.	Stays on task most of the time. Group can count on this person.	Stays on task some of the time. Group must sometimes remind this person to work.	
	A true team member who works hard and helps others in the group.	A strong group member who does their best.	Sometimes an active group member but needs to try harder.	
Work Habits	3 points	2 points	0 to 1 point	___/3
	Completes assigned tasks and does not depend on others to do the work.	Completes most assigned tasks.	Does not follow through on most tasks and sometimes counts on others to do the work	
Research and Info Sharing	3 points	2 points	0 to 1 point	___/3
	Gathers info that fits the group's goals.	Usually provides info that fits groups goals.	Sometimes provides useful info and ideas for discussion.	
Problem-Solving	3 points	2 points	0 to 1 point	___/3
	Actively seeks and suggests solutions to problems.	Improves on solutions suggested by other group members.	Does not offer solutions, but is willing to try solutions suggested by other group members.	

Individual Work Grade _____/12

(page 2)

Native American Project points	3 points	2 points	0 to 1 point	___/3
	Answered all the questions using good sentences on their poster.	Answered all the questions about the native American tribe.	Forgot to answer some of the questions about the native American tribe.	___/3
	Correctly paired pictures with information found out about their tribe and glued to poster.	Somewhat matched pictures to facts. Some pictures didn't make sense.	None of the pictures make sense with the facts.	
	All team members contributed equally to the finished project.	Assisted group/partner in the finished project.	Finished individual task but did not assist group/partner during the project.	___/3
	Presentation was clear and understandable. Students answered questions presented to them. Presenters spoke well and made connections between their facts.	Presentation was clear and understandable. Students were each able to answer questions presented to them.	Presentation was sloppy. Students didn't know their facts well. They struggled to explain them to their class.	___/3

Group Project Grade ____/12

Appendix B: Native American Text Questions

The following are the possible questions I considered giving my students when planning this lesson. Although I only ended up choosing five questions to give my groups of second graders, more questions can be answered to enrich for higher-level students or for upper elementary classes.

The Lakota Sioux... A True Book by Andrew Santella

- Where is the Lakota Sioux nation in our country?
- What kind of food did the Lakota Sioux eat? How did they get their food?
- Why were Dogs and Horses important to the Lakota Sioux?
- What did the Lakota Sioux use buffalo to make?
- How did the Lakota Sioux hunt Buffalo?
- What did the Lakota Sioux live in?
- How did the Lakota Sioux remember history?
- What is the Sun Dance?
- When white settlers began taking their land, what did the Lakota Sioux do?
- Tell me one fact about the Lakota Sioux today.

The Navajo...A True Book by Andrew Santella

- Where is the Navajo nation located?
- What kind of environment do the Navajo live in?
- How did the Navajo get food?
- Why are sheep important to the Navajo?
- What did the Navajo learn or get from the Spanish white settlers that came into their land?
- How did the Navajo carry their babies?
- What is the Blessingway?
- What do the Navajo live in?
- Tell me one fact about the Navajo today.
- What was the “Long Walk?” pg. 32

The Utes...A true Book by Alice Flanagan

- Where is the Ute Nation located?
- What did the Ute eat?
- What did the Ute people used to live in? What do they live in today?
- What is the Bear Dance?
- How did the Ute change when they got horses?
- What did the Ute make from Buffalo?
- Why did the Ute become excellent warriors?
- Men and Women had different jobs in the Ute nation. What did the men do? What did the women do?
- What did the Ute do when white settlers took over their land?
- Tell me one fact about the Utes today.

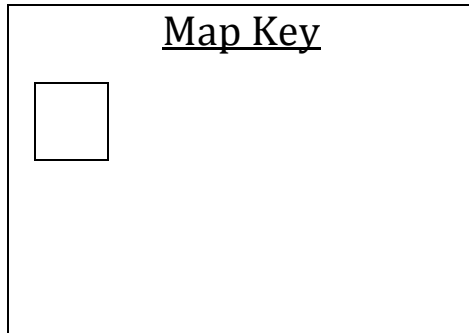
The Hopi... A true Book by Andrew Santella

- Why is it difficult to farm where the Hopi live?
- What do the Hopi live in?
- The Hopi are part of what larger group of Native Americans?
- How are they different from than group?
- What does their name, "Hopi," mean?
- What are Kachina dolls?
- How do the Hopi get food?
- What is the most important crop to the Hopi?
- What happens to the Hopi when white settlers came to their land?
- Tell me one fact about the Hopi today.

The Apache... A true Book by Alice Flanagan

- The Apache were nomads. What does this mean?
- The Apache were the most feared Native American group in the southwest. Why?
- Mothers are said to have played an important role in Apache families. How do we know this?
- What did the Apache live in?
- How did they get food?
- What musical instrument is traditional to the Apache?
- The Apache made baskets. What did they use to make baskets?
- What did the Apache do when the Spanish settled in the area?
- Who was Geronimo?
- Tell me one fact about the Apache today.

Appendix C: Mini Map of the US/ Map Key



Appendix D: Student Checklist

Native American Project

- ___ Our Group found all of the answers to the question.
- ___ Our Group answered them on the index cards by using “good” Sentences.
- ___ Our Group used our best Handwriting.
- ___ Our Group was respectful to all our members.
- ___ Our Group found pictures that went with our facts and glued them on our poster.
- ___ Our group used our stickers to show where our Native American Nation is found.
- ___ Our group made a map key
- ___ Our group organized our index cards, pictures and title on our poster.
- ___ Our group practiced how we were going to present our project.
- ___ We learned everything we could about our Native American Nation.
- ___ We did our best!

Appendix E: Storyboard Graphic Organizer

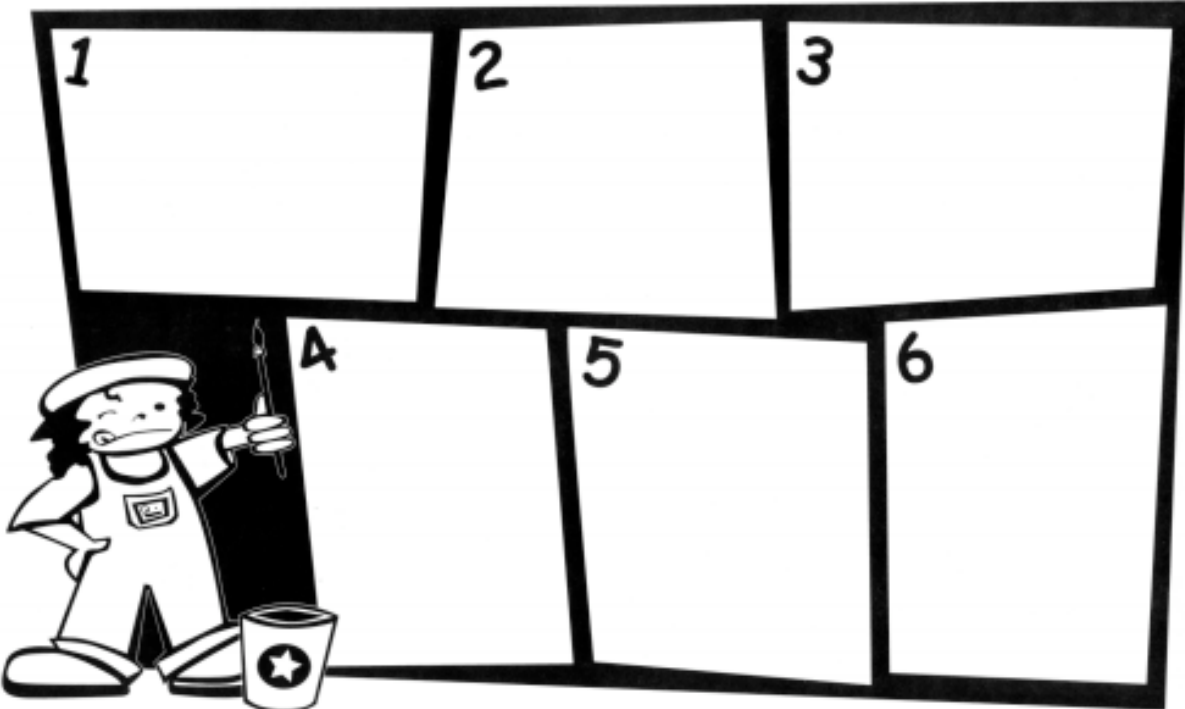
Graphic organizer is used to assess students understanding of sequencing.

Name: _____ Date: _____

Book Title: _____ Author: _____

STORY BOARD

Draw or write the events of the story on the story board. Record them in the correct order.



The storyboard consists of six rectangular boxes arranged in two rows of three. The boxes are numbered 1 through 6. Box 1 is in the top-left, box 2 is in the top-middle, and box 3 is in the top-right. Box 4 is in the bottom-left, box 5 is in the bottom-middle, and box 6 is in the bottom-right. To the left of the bottom row of boxes, there is a cartoon character of a painter wearing a cap and overalls, holding a paintbrush in his right hand and a paint can with a star on it in his left hand.

<http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/storyboard.pdf>

Appendix F: Nation Image



<http://espressostalinist.files.wordpress.com/2011/01/native-americans.jpg>

Appendix G: Group Jobs

Reader: The reader is responsible for reading the nonfiction text out loud to the group and checking with entire group for understanding.

Leader: The Leader is responsible for keeping the group on task. He or she will decide what question they are going to search for in the text and whether or not they have effectively answered it.

Poster Designer: The Poster Designer is responsible for spatially organizing the poster and identifying the black and white copied photos from their text that go best with their facts.

Writer: The Writer is responsible for writing answers to questions that the group found onto the index cards in his or her best handwriting.

Checker (optional addition): The Checker is responsible for making sure the group completes all the tasks mentioned on the group checklist.

Editor (optional addition): The Editor is responsible for making sure the poster looks nice, the sentences are “good” sentences that include proper punctuation, spelling, complete thought and proper capitalization, and that the pictures match the facts on the poster.

******All group members:** Are responsible for working together, reading for understanding, finding the answers to the questions, and being respectful of each other. They also all are required to contribute to the class presentation of the material.

Work Cited

Native American Nation Image

<http://espressostalinist.files.wordpress.com/2011/01/native-americans.jpg>

Storyboard graphic organizer:

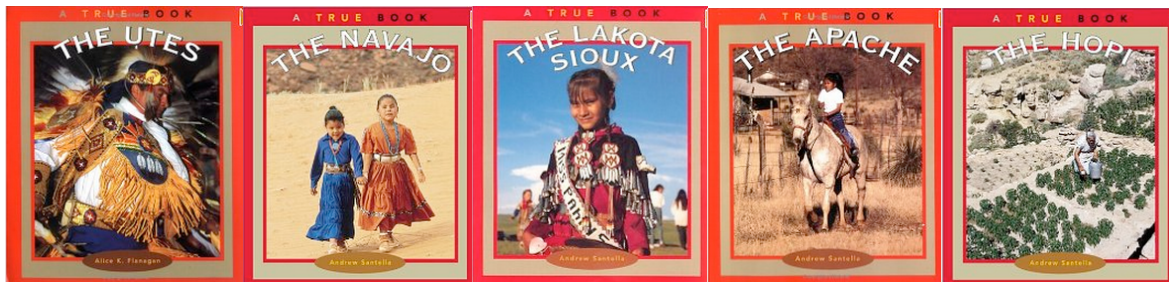
<http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/storyboard.pdf>

Story Books (Native Americans):



- DePaola, Tomie. The Legend of the Indian Paintbrush. April 1996
- Martin, Rafe. The Rough Face girl. April 1998

True Books (Native Americans):



- Flanagan, Alice K. The Utes: A True Book. March 1998
- Santella, Andrew. The Navajo: A True Book. March 2003
- Santella, Andrew. The Hopi: A True Book. March 2003
- Santella, Andrew. The Apache: A True Book. August 2000
- Santella, Andrew. The Lakota Sioux: A True Book. August 2000

Native Americans

Unit 1: Click for Cover Page	LP1:		
# of Days	4		
LP Prior Knowledge	Students should have prior knowledge about Native Americans from television, toys, Halloween costumes and any instruction on Thanksgiving. They also might have some prior knowledge about different nations from the classroom and school library.	Differentiation	Ability grouping, Multiple forms of input, multiple forms of output. Catered learning towards kinesthetic learners, as well as visual, musical, auditory, natural and spacial learners, Varied level of support to students based on readiness level, Student jobs to enable peer help. Scaffolding of lessons through the use of the workshop model allowed for the teacher to differentiate based on on readiness as well.
SS Lesson Objective	SWBAT explain that Native Americans are a broad group of people that are made up by a multitude of unique nations, all of which have their own unique traditions and ways of life that were greatly affected by European settlement.		
Lesson Assessment	SWBAT in group presentations describe a Native American nation they researched and how they were a part of the history of this country.	Literacy Objectives (highlighted in blue)	SWBAT sequence a story. SWBAT employ transition words when sequencing a story. SWBAT make connections to text read aloud. SWBAT employ the use of nonfiction texts to research a topic. SWBAT orally present their research in groups.
Benchmarks or Standards	Common Core: RI.2.7,RI.2.5,RI.2.3, RI.2.1, W.2.7, W.2.8. Archdiocese of Denver 2nd grade Social Studies Standards: SS3.1,SS4.2, SS4.5, SS4.4	Key Vocabulary	Native Americans, settlement, reservations, tribe, nation, sequence, transition
Materials Needed	"The Legend of the Indian Paintbrush" by Tomie dePaola, "The Rough-Face Girl" by Rafe Martin, Index cards for word wall and for student groups to answer questions , "The True books"..... The Utes, The Navajo, The Lakota Sioux, The Hopi, The Apache. (Found at most public libraries), 12* 18 black construction paper, Writing strips, Mini map of the US, Colored Star Stickers, Markers, Black and White packets of copied pictures from their books.	Guided Questions	Who are the Native Americans? What is a Native American Nation? What part do the Native Americans play in our history? Why is it important to study different Native American Nations? Do all Native Americans dress, act, speak and look the same? How were the Native Americans affected when Europeans settled the new land?
Time	Student Learning Task or Activity	METHOD	Teacher Activity
Day 1	(Block 1)		SWBAT sequence a story.

15 min	Students will take part in the discussion during the read aloud.	Read Aloud	TW read the book, "The Legend of the Indian Paintbrush". Together they will make predictions, and find the main idea of the story together as they read. They will discuss the characters in the story and what the students know about about Native Americans. Teacher will identify background knowledge.	
10 min	Students will take part in the discussion	Mini Lesson on Sequencing	When done reading, TW remind the students what the word sequence means Teacher will make connections to students' understanding of timelines from the day before. Teacher will say "just like you can put years in order on a timeline or numbers in order in math... you can also put events in a story in order." TW given an example of sequencing on the board... using arrows and saying transition words like "First this happened, then this happened, ect.." She will have students ask questions and she will focus on making sure that they know that it is important to only sequence the really BIG ideas of a story....Sequencing helps us better summarize a story. She then explains how she wants them to sequence the story together.	
10 min	Students will create a statue scene of one event from the mentor text.	Story time Statues	TW explain the next activity. SW be split up and given an event in the story. They will have 5 min to make a frozen statue scene that represents that moment in the story. When students are done, together as a whole class, they will decide the order of each group showing their statue scenes (based on sequencing). They will then perform. Class will discuss.	
15 min	The kids will write down the list of transition words in their journals.	Teacher led	TW have students return to their desks. TW explain what a transition word is and will define transition and place it on the word wall. Students will learn that a transition word links events in a story together. These words help us sequence a story. She will begin to make a list of transition words... using them in sentences to see how they can help with transitioning a story.	
	(Block 2)		SWBAT employ transition words when sequencing a story.	

15 min	Students will listen to the story.	Read Aloud	TW read the students the Native American tale, "The Rough faced girl," slowly making sure to point out important events.	
10 min	Students will watch and listen to the directions given by the teacher.	Directions	After the story the TW explains directions. In groups of 2, SW sequence the story by creating a 6 box storyboard. They will label each picture with a sentence using a transition word. TW model activity on the board using the "Legend of the Indian Paintbrush." She will help students brainstorm the big events from "the Rough faced girl" and she will on the board write the transition words and any tough spelling word that students might struggle with. (point of activity is to sequence and not to struggle with writing or spelling) TW hand out the graphic organizer for the 6 box storyboard sequence.	
25 min	Students will work in partners on their sequencing project.	Small Project-short formative literacy assessment	TW monitor student work, helping when necessary. She will need to make sure that each group correctly sequences the story, helping and explaining why if they didn't/ She may pull a group of strugglers for extra work at the back table.	
Day 2	(Block 1)		SWBAT make connections to text.	
15 min	Students will finish up their sequencing and transitional word project about the rough faced girl mentor text.	Finish up the storyboard sequence	TW will review the stories students read the day before... and pull out her example of the sequence board on the anchor chart. They will go over directions and expectations. TW will then let them to continue to work and will monitor class, helping when necessary. If students finish early... TW have a box of other Native American legends or texts for them to flip through or read.	
5 min	Students will share their storyboards.	Teacher Led discussion and share.	TW with students reflect on their project and review correct order of story line. Volunteers will be given 30 seconds to share their storyboard with the class if they want.	

5 min	Students will make the connection from the stories they read to history.	Teacher Led discussion and connection	After the students share, TW have students reflect on Native Americans. She will ask them if they learned anything new from the books we read and have them discuss their prior knowledge. TW then explain that N.A.s were the very first people to live in this land. They would be the very first people on our timeline of america.	
10 min	SW return to their seats and write about the picture they see on the board. They will have 10 min to write what they think, feel, see, guess or question about the picture. Good sentences with capital letters at the beginning, punctuation at the end and a complete thought will be required.	Visual Image Strategy- write time	Teacher will post the picture of the United States Map with the different Native American nations on the smart board and have the students write in their journals for ten minutes. She will then after ten minutes have them put their pencils down.	
15 min	Students will share what they wrote and what their own personal thinking was about this picture.	Visual image strategy	TW let students discuss their thinking... promote metacognition by only asking questions.... she will let them talk for as long as they can go..... and at the end explain to them that each man on the map represented a different nation or tribe of Native Americans. She will define the words tribe and nations and they will put them on their word wall. She will talk to them about how not all native americans were the same, which they should have been able to see from the two very different types of native americans we saw in the stories we read. Not all native americans looked like the cartoons we see on tv or in books and that they are not all like the tribe that we read about during the morning book. She will let them share if they know about any different tribes. She will then tell them that they will learn more about different tribes/nations later that day. She will show them the american west and explain to them that they are going to do a project that looks at some of the nations that were in or around colorado.	
	(Block 2)		SWBAT employ the use of nonfiction texts to research a topic.	

5 min	Students will review what they did during the morning. They will review the definitions for the words "history, historian, native american, and tribe.	Morning Review	TW discuss instruction from the day before. TW will end the discussion by asking them why they think it's important to learn about native americans... leading them to the point that the native americans were the beginning of our history as Americans living here in this country. Students will connect what they learned back to the story from the morning.
15 min	SW listen carefully to directions.	Workshop grouping	TW then introduce the students to the workshop they are going to begin to do, making sure to show them the model she made. She will split the kids into groups (she will make it look random but... each group should have high level readers, and low level readers). TW explain to students that in groups they are going to learn and research different Native American tribes. TW will explain the different jobs in each group, (the reader, the leader, the poster designer and the writer). Groups will contain two high readers and two readers who struggle. She will place them in "spots" around the classroom. TW give one Native American True book text to each group.... (The Apache, The Utes, The Lakota Sioux, The Hopi and The Navajo. books)... she will also hand out the materials, including the question sheet.

	Students will listen to directions.	Workshop directions	She will explain to the kids, that their job is going to be to become experts on their native american tribe so they can present to the class. Each group will have questions that they need to find the answers to in their book. They need to write each answer in a complete "good" sentence on an index card. There are six index cards for each group, because there are six questions they need to find. SW also need to find out where their tribe lived in the US and mark it on the mini map given. They then need to make a map key to go with the star. After they are done finding all the questions they need to go through the packet of pictures that go with their tribe and find the pictures that best go with the answers they wrote down on their index cards. They then need to take all these index card facts, pictures,sentence strip as the title for their project. TW pull up checklist of things the students need to do in the time given. TW also show students the model she created and remind them to use their best group working skills.	
5 min	SW decide in their groups, who is going to be what job. They will inform the teacher and read their easy read job description.	Group Jobs	TW have students find their groups and together as a group decide who gets what job. Each student will be given an easy reader job description to help them remember what they need need to do. TW also remind students that jobs work together in a group and help one another with tasks. TW record who is going to do what job.	

20 min	SW get started on the project. They will work together as a group to find the answers in the book. They will use the table of contents to find pages that the answers might be on, and they will read the paragraphs until they find the answers. They will work on writing down each and every answer on a note card, using complete and "good" sentences.	Group Work	TW monitor the room and help students read or use the table of contents. The text is going to be difficult for some of the students. TW ask students questions to help guide them towards where to find answers in their book. TW also check their note cards for complete and "good sentences," making sure that they have capital letters, punctuation and a complete thought. TW remind the students to edit their sentences for spelling mistakes. TW also manage classroom behavior, making sure the groups are working together and that everyone feels like a part of the project. When the 20 min is up.. she will have them stack their work on the kidney table in piles.	
Day3	(Block 1)		SWBAT employ the use of nonfiction texts to research a topic.	
5 min	SW answer the teacher's questions	Review and Directions	TW reflect with students on working the day before. TW remind students of the requirements and expectations.	
40 min	Students will work on their project, making sure to keep in mind the on board checklist.	Group Work: Project	TW circulate again making sure that students are following the procedure and working hard. TW make sure that they are not wasting their time and that they are following the expectations.	
	(Block 2)		SWBAT organize ideas from research into a poster.	
2 min	SW listen to directions.	Group meeting before group work	TW remind students of the necessary steps to finish their posters. TW explain how they should practice their presentation when they are done with the poster. Students should split up who is going to read which facts and who is going to explain the pictures and Map/Map key. TW tell them to make sure they study their work hard, so that they can be experts when their class has questions for them.	
40 min	Students will finish up on their projects and then begin practicing for their presentation.	Group Work	TW facilitate group work and help when needed. She will help them wrap up their project and work towards really making the project Amazing.	

3 min	SW listen to directions.	Wrap up	TW have the students place the finished projects on the kidney table and remind them that they are going to present their tribes tomorrow afternoon.
Day 4	(Block 1)		SWBAT show respect by asking questions and listening carefully to the guest speaker.
5 min	SW sit in a circle and be polite as the teacher introduces their special guest... the 5th grade teacher, Margaret Matt.		TW introduce guest speaker. TW explain to the students that Ms. Matt lived on a native american reservation for 5 years and that she is here today to tell about how her nation lived and lives today! TW define reservation and add it to the word wall.
10 min	SW sit quietly and nicely as they listen.	Introduction	Ms. Matt will tell them a little about her time on the reservation. She will show the students pictures of the clothes they wear now and times from her experience there.
10 min	SW grind corn using rocks like Ms. Matt shows them.	Guest speaker/Corn Activity	Ms. Matt will explain to the kids about the food her tribe used to eat and how they had to make it from their environment. She will then show them how to grind corn with two rocks (special ones she brought back from the res...) she will let each kid try grinding the corn.
10 min	SW listen to the CD Ms. Matt brought.	Music	Ms. Matt will explain the importance of dance and music for her tribe... she will let them listen to the beat of the drums from some songs from the nation.
10 min	Students will listen carefully to Ms. Matt on the carpet. Students will follow the teacher's advice to ask good questions of Ms. Matt to organize their ideas.	Debrief	Ms. Matt will explain to the kids about how the europeans coming to the new land affected her tribe and the Native Americans in general. Matt will explain how our wonderful country came at the expense of so many. TW have students ask Matt questions.
	(Block 2)		SWBAT give a presentation on their nation.
10 min	SW have 5 min after the quick morning review to meet with their groups and practice reading their facts one more time.	Morning review, and quick presentation practice	TW have students quickly review expectations and directions for the presentations. TW then have them practice in their groups one last time.

