

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Third Grade Social Studies Course.

<b>Third Grade, Unit 3 – American Indians: Past and Present</b>	
<b>Elaborated Unit Focus</b>	<p>This unit on American Indians: Past and Present builds on earlier learning about Indian cultures in Kindergarten (Thanksgiving), 1<sup>st</sup> grade (Sacagawea), and 2<sup>nd</sup> grade (Creeks, Cherokees, and Sequoyah.) By studying the regions of the United States and which cultures settled in each region, students are able to compare/contrast within regions and across regions how tribes used their environments, and their cultural and other contributions to American life. Note that whereas previous standards required that students know specific tribes representing each region, the emphasis here is on broader groups of tribes for each region.</p> <p><i>For tips to remember when teaching about American Indians with respect, accuracy, and complexity, see these websites:</i></p> <ul style="list-style-type: none"> <li>• Teaching Kids the Wonderful Diversity of American Indians - <a href="http://www.nativechild.com/article.html">http://www.nativechild.com/article.html</a></li> <li>• Interdisciplinary Manual for American Indian inclusion (from the Montana DOE) - <a href="http://dakotatesl.com/yahoo_site_admin/assets/docs/American_Indian_Inclusion_Manual.31361959.pdf">http://dakotatesl.com/yahoo_site_admin/assets/docs/American_Indian_Inclusion_Manual.31361959.pdf</a></li> <li>• Resource from the nine federally recognized tribes in Oregon, via the Oregon DOE - <a href="http://www.ode.state.or.us/opportunities/grants/nclb/title_vii/2014-indians-in-oregon-today----final.pdf">http://www.ode.state.or.us/opportunities/grants/nclb/title_vii/2014-indians-in-oregon-today----final.pdf</a></li> <li>• Also from Oregon: <a href="http://www.ode.state.or.us/search/page/?id=4314">http://www.ode.state.or.us/search/page/?id=4314</a></li> <li>• Understanding Prejudice: Teaching About Native American Issues. <a href="http://www.understandingprejudice.org/teach/native.htm">http://www.understandingprejudice.org/teach/native.htm</a></li> </ul>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p><b>Human Environmental Interaction:</b> The student will understand that humans, their society, and the environment affect each other. Kid friendly: People interact with one another and where they live.</p>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS3H1</b> Describe early American Indian cultures and their development in North America.</p> <p>a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.</p> <p>b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p>c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p> <p><b>SS3G3</b> Describe how physical systems affect human systems.</p> <p>a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p>

<p><b>Connection to K-5 GSE for ELA/Science/Math</b></p>	<p><b>ELAGSE3RI4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3SL1:</b> 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.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>ELAGSE3W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p><b>ELAGSE3W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details.</p> <p><b>ELAGSE3W7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>ELAGSE3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map and Globe skills</b> – 1 (cardinal directions), 2 (intermediate directions), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences) , 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p>



## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1:</b> <b>Location</b></p>	<ol style="list-style-type: none"> <li>1. How does where we live shape how we live?             <ol style="list-style-type: none"> <li>a. What makes up a group’s culture?</li> <li>b. How were early American Indian cultures alike and different from one another?</li> <li>c. How are regions of North America alike and different?</li> <li>d. Why did American Indians settle in the regions with which they are identified?</li> <li>e. How do the contributions of early American Indian cultures remain visible in our lives today?</li> <li>f. Why did some Native American nations create permanent villages, while others remained nomads?</li> </ol> </li> </ol>
<p><b>Enduring Understanding 2:</b> <b>Human Environmental Interaction</b></p>	<ol style="list-style-type: none"> <li>1. How do people interact with the world?             <ol style="list-style-type: none"> <li>a. How did American Indians in different regions use their environments?</li> <li>b. How did the environment help to affect food, clothing, and shelter of American Indians?</li> <li>c. What other aspects of culture are shaped by the environment?</li> <li>d. How do American Indians of today contribute to American life, especially culturally?</li> </ol> </li> </ol>

# Sample Instructional Activities/Assessments

## Activity One – Regions of our Continent

In this activity, we will explore the regions of North America and discuss some issues related to them.

1 – Give the students a blank outline map of North America, and show them the ppt slide with the regions from our standard identified: Arctic, Northwest, Southwest, Plains, Northeast and Southeast. Because most regional maps of the continent include other region names, we are going to group them under the six names from our standard. Let your students know you are doing this, so that they will realize why their list may differ from other lists they may find in their resources. *On the map below, note that Arctic is grouped with Subarctic, Northwest Coast is grouped with Plateau, Plains is grouped with Great Basin.*

2 – Divide the class into six groups and assign each group a region to explore. They should use the regions organizer (located below) and online and print resources to explore these aspects of their region: terrain (type of land, plants, etc.), natural resources, climate, water features, natural hazards, and other facts. An alternative way to collect and share information is to have them create a presentation or use chart paper to share their research results.

3 – After they have investigated their assigned region, each group will teach the others about the region. Students should complete a regions information sheet as each group presents and should also color-code the area of North America where this region is located. At the end of each group's presentations, ask the class to make predictions about the tribes or nations of Indians who lived in this region. We are interested in their lives and customs until the 1600's, when Europeans began to arrive.

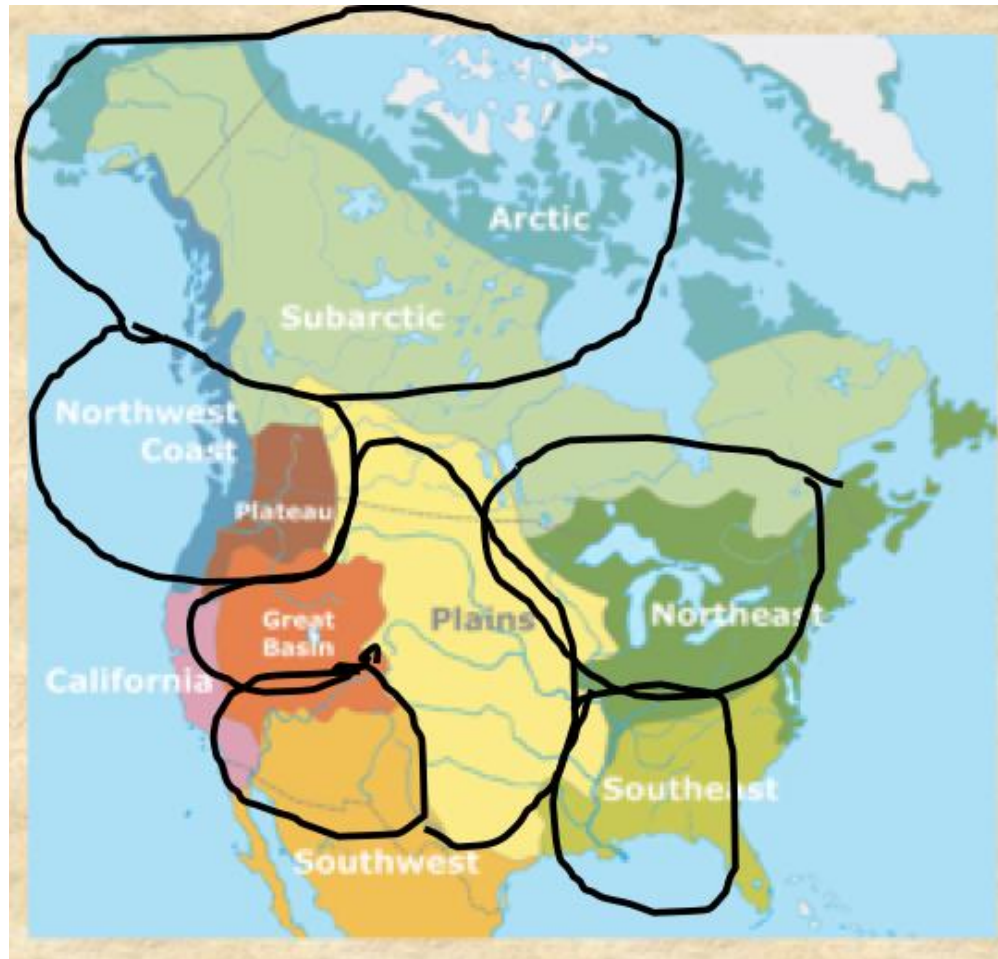
4 – At the end of this activity, students will have information on each region and a color-coded map of regions to use as a base for upcoming learning.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the organizers on their own, it would be best to let them do this independently.*

1. Be careful with the placement of students in groups. Some students will need more direction and may need to be placed with students who are able to lead the group. If it is possible, an additional teacher or para-pro could work into groups as needed or could be used to lead a group of learners that may need additional support.
2. This organizer will be a great resource for students to frequently revisit to remember what they have been learning. It is very important to make the document useful and not merely "complete." Many students will need to reread it often. Students may need guidance to do this. It is crucial that they are able to read back what they have written.
3. Some students have difficulty writing in small spaces. It may be beneficial to enlarge the documents or stretch the boxes over pages giving them more room to write. Some students may need to have the lines for the map drawn before the lesson or draw the lines by modeling in a "my turn, your turn" format.

	<ol style="list-style-type: none"> <li>4. Some students struggle taking notes from other students presenting information. If writing is not developmentally appropriate, students could be given a copy after the lesson. It is very important that students review the content about each region. Students could highlight or color the key vocabulary terms.</li> <li>5. Keep the essential facts in mind. There is no need to require students to write sentences. Words, phrases, and quick sketches to trigger what they know will probably work best.</li> <li>6. Save these organizers in a place the student can refer to and review often.</li> </ol>
<b>GSE Standards and Elements</b>	<p><b>SS3H1</b> Describe early American Indian cultures and their development in North America.</p> <p>a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3W7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>ELAGSE3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Map and Globe skills</b> – 1 (cardinal directions), 2 (intermediate directions), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p>



Georgia Department of Education

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Name \_\_\_\_\_



Information Sheet on \_\_\_\_\_ Region

1. Terrain (land, plants, etc.)

2. Natural Resources

3. Climate

4. Water features

5. Natural hazards

Other interesting information



## Activity Two - From Specific to General, Tribes within Regions

- 1 – Remind students that we have been exploring the geographic regions of North America, and will now use the information our groups have gathered to learn more about tribes that live within each region. Students will stay within their regions groups from activity one. This next phase of research will be done individually.
- 2 – Individual research on a tribe: Use the list of tribes within each region (see below) and find out more about the tribe you chose. Use the tribe organizer sheet to collect information, including categories of Clothing, Shelter, Environment, and Food. Assign a deadline of when to bring individual tribal information back to your regions group. Use reputable online and print materials to gather information. Be sure to discuss the fact that different sources may provide different information which will give you the chance to work with students to evaluate sources for credibility and helpfulness. Remember that there are NOT specified tribes to learn in this standard. Specific tribes research is just being used to compare and make generalizations about tribes in a given region.
- 3 – Regions group – Students bring together their individual tribal information results and discuss them. Create a chart paper that synthesizes information found into a regional summarizer. This is a good opportunity for students to make generalizations based on specifics they have found. Share regional information generalizations with the entire class, as students note regional variations in their journals.
- 4 – Conclude the activity by discussing which tribes developed permanent villages and which did not and why. Have students write a paragraph summarizing what they learned about the tribes in their region and how they interacted with their environment.

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the organizers on their own, it would be best to let them do this independently.*

1. Some students will have difficulty completing this task independently. You could consider pairing students who need additional support with a peer. If possible, have an additional teacher or para-pro work individual students as needed or form a group with learners who may need additional support.
2. This organizer will be a great resource for students to revisit frequently to remember what they have been learning. It is very important to make the document useful and not merely “complete.” Many students will need to reread it often. Students may need guidance to do this. It is crucial that they are able to read back what they have written.
3. The “research” will be a challenge for many students (especially if this is a new skill). You may want to consider having a research packet ready for them. You could have resources already prepared in a folder. You could have pertinent information highlighted or flagged for easy access to content. Another suggestion would be to create a Symbaloo page with internet resources specific to their research or a page with QR codes to direct them to websites specific to their research.
4. Some students have difficulty writing in small spaces. It may be beneficial to enlarge the documents or stretch the organizer over pages giving them more room to write.
5. Some students struggle taking notes from other students presenting information. If writing is not developmentally appropriate, students could be given a copy after the lesson. It is very important that students review the content about each region. Students could highlight or color the key vocabulary terms.
6. Keep the essential facts in mind. There is no need to require students to write sentences. Words, phrases, and quick sketches to trigger what they know will probably work best.
7. Save these organizers in a place the student can refer to and review often.

### GSE Standards and Elements

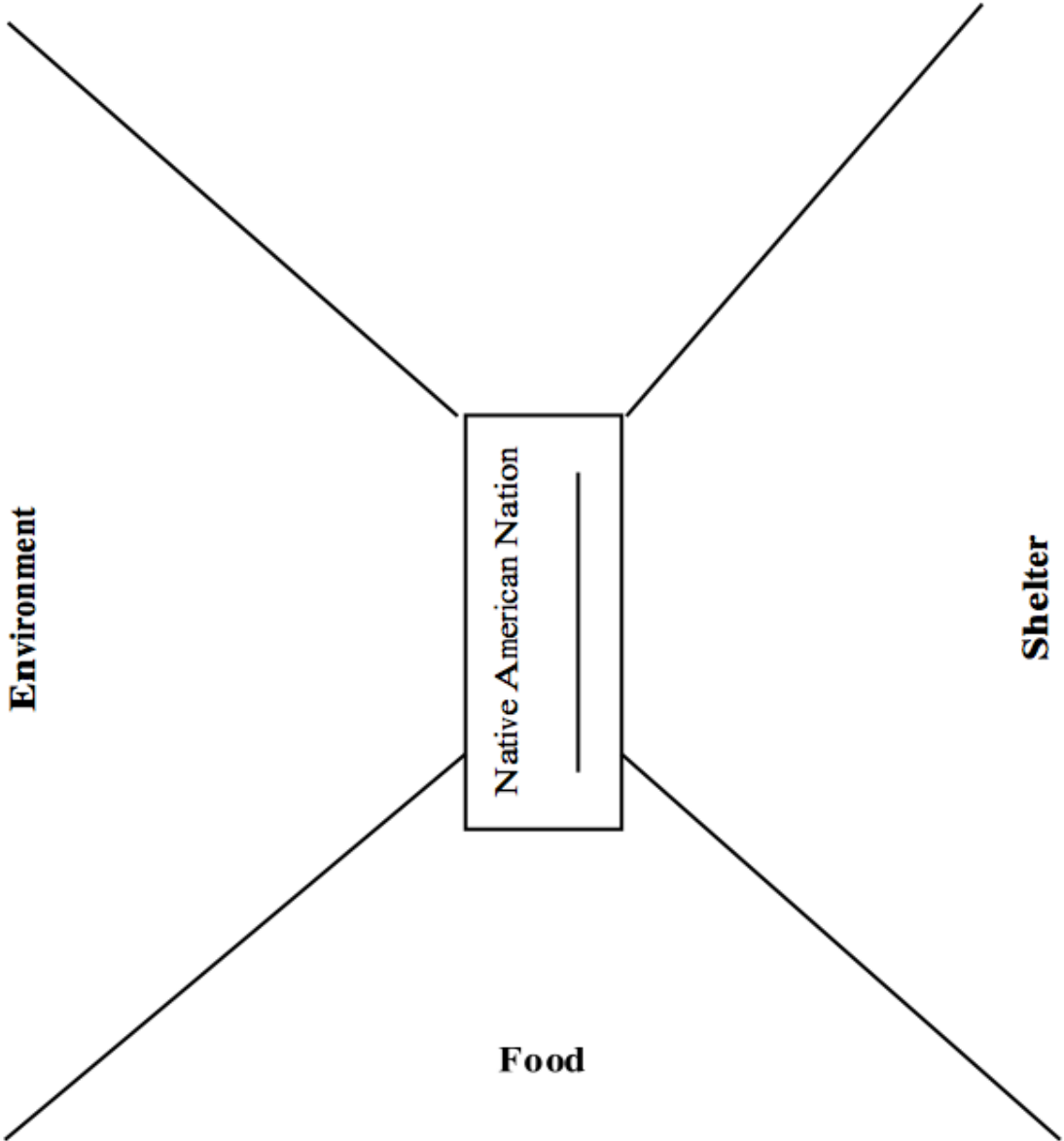
**SS3H1** Describe early American Indian cultures and their development in North America.  
 a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.

	<p>b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p><b>SS3G3</b> Describe how physical systems affect human systems.</p> <p>a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3W7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>ELAGSE3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Map and Globe skills</b> – 1 (cardinal directions), 2 (intermediate directions), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p> <p><b>Map and Globe skills</b> – 1 (cardinal directions), 2 (intermediate directions), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Clothing**



Some of the tribes for each region, adapted from a list at:

(<http://www.thewildwest.org/nativeamericans/nativeamericansociety/32-indiantribesbyregion>)

**Arctic** – Aleut, Inuit, Inuvialuit, Inupiat, Yupik (outsiders called them Eskimos)

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**Northwest** – ~~Calapuya, Cathlamet, Chehalis, Chemakum, Chetco, Chillukkittequaw, Chinook, Clackamas, Clatskani, Clatsop, Cowich, Cowlitz, Haida, Hoh, Klallam, Kwalhioqua, Lushootseed, Makah, Molala, Multomah, Oynut, Ozette, Queets, Quileute, Quinault, Rogue River, Siletz, Taidhanam, Tillamook, Tutuni, Yakonan.~~

**Plateau Tribes**

~~Carrier, Cayuse, Coeur D'Alene, Colville, Dock-Sous, Eneeshur, Flathead, Kalispel, Kawachkin, Kittitas, Klamath, Klickitat, Kosith, Kutenai, Lakes, Lillooet, Methow, Modac, Nez Perce, Okanogan, Palouse, Sannoil, Shushwap, Sinkiuse, Spokane, Tenino, Thompson, Twigh, Umatilla, Wallawalla, Wasco, Wauyukma, Wenatchee, Wishram, Wyampum, Yakima.~~

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**Southwest** – Apache (Eastern), Apache (Western), Chemehuevi, ~~Coahuiltec, Hopi, Iano, Manso, Maricopa, Mohave, Navaho (sometimes written as Navajo), Onata, Pai, Papago, Pima, Pueblo, Yaqui, Yavapai, Yuman, Zuni.~~

Pueblo include Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Picuris, Pojoaque, Sandia, San Felipe, San Ildefonso, San Juan, Santa Ana, Santa Clara, Santo Domingo, Taos, Tesuque, ~~Zia.~~

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**Plains** – Arapaho, Arikara, Assiniboine, ~~Bidaj, Blackfoot, Caddo, Cheyenne, Comanche, Cree, Crow, Dakota (Sioux), Gros-Ventre, Hidatsa, Iowa, Kansa, Kiowa, Kiowa-Apache, Kitsai, Lakota (Sioux), Mandan, Metis, Missouri, Nakota (Sioux), Omaha, Osage, Otoe, Pawnee, Ponca, Sarsi, Sutai, Tonkawa, Wichita.~~

**Great Basin Tribes**

~~Bannock, Paiute (Northern), Paiute (Southern), Sheepeater, Shoshone (Northern), Shoshone (Western), Ute, Washo.~~

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**Northeast** – ~~Abenaki, Algonkin, Beothuk, Delaware, Erie, Fox, Huron, Illinois, Iroquois, Kickapoo, Mahican, Mascouten, Massachuset, Mattabesic, Menominee, Metoac, Miami, Micmac, Mohegan, Montagnais, Narragansett, Nauset, Neutrals, Niantic, Nipissing, Nipmuc, Ojibwe, Ottawa, Pennacook, Penobscot, Pequot, Pocumtuck, Potawatomi, Sauk, Seneca, Shawnee, Susquehannock, Tionontati, Wampanoag, Wappinger, Wenro, Winnebago.~~

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**Southeast** - ~~Acolapissa, Asis, Alibamu, Apalachee, Atakapa, Bayougoula, Biloxi, Calusa, Catawba, Chakchiuma, Cherokee, Chesapeake Algonquin, Chickasaw, Chitamacha, Choctaw, Coushatta, Creek, Cusabo, Gaucata, Guale, Hitchiti, Houma, Jeags, Karankawa, Lumbee, Miccosukee, Mobile, Nanochi, Nannissa, Natchez, Ofo, Powhatan, Quapaw, Seminole, Southeastern Siouan, Tekesta, Tidewater Algonquin, Timucua, Tunica, Tuscarora, Yamasee, Yuchi.~~

## Activity Three – American Indians Today

One of the major challenges of teaching about American Indians is to avoid talking about them as if they are extinct. There are American Indians from many tribes still living throughout the United States today and they make unique contributions to our lives today. Some possibilities for teaching about cultural contributions to American life are:

- Visit Smithsonian’s National Museum of the American Indian at <http://www.nmai.si.edu/> and try out one or more of their lesson plans. On their menu, Click Explore, then Education, then Resources, and then Classroom Lessons, especially the lessons on
  - Smithsonian in Your Classroom: Native Dolls (dolls and first-hand stories from a variety of tribal spokeswomen)
  - Ways of Giving, Ways of Living (finding out more about the potlatch people of the Northwest)
  - A Life in Beads: The Stories a Plains Dress Can Tell (how to read the symbols in native dress)
  - Harvest Ceremony: Beyond the Thanksgiving Myth (a new look at giving thanks)
  - Lone Dog’s Winter Count (students can create a pictograph calendar)
  - Identity by Design Exhibition (see photos of costume, powwows, and other customs of modern American Indians)

Note that these lessons may need to be adapted for 3<sup>rd</sup> grade, but don’t let that stop you from exploring them. They contain many visual elements and activity ideas that your students will love.

- Select from among objects in the Smithsonian National Museum of the American Indian website by regions and have your students visually analyze images to explore the cultural contributions of native people. Good questions to ask are:
  - What material makes up the item?
  - What does the object tell you about the tribe it represents?
  - In what way does the cultural object reflect the tribe’s interactions with the environment?

<b>GSE Standards and Elements</b>	<p><b>SS3H1</b> Describe early American Indian cultures and their development in North America.</p> <p>c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>ELAGSE3RI4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3SL1:</b> 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.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>ELAGSE3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Map and Globe skills – 8</b> (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills – 1</b> (compare similarities and differences) , <b>6</b> (identify and use primary and secondary sources), <b>8</b> (identify social studies reference resources to use for a specific purpose)</p>

## Activity Four – The Literary Legacy of American Indians

One of the main aspects of American Indian cultures is to be found in their rich folk literature. To use such literature in a way that promotes disciplinary literacy, post and discuss these questions:

1. From what cultural tradition does this story or poem come?
2. In what way is the environment important in this piece of writing?
3. What does this story or poem teach us about the tribe/region it represents?
4. What information have we learned about already that is reinforced or challenged by this piece of writing?
5. What is the same and different about this culture’s literature compared with that of other groups?

Some titles you might use for this exploration are below.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to share their thoughts on their own, it would be best to let them do so independently and use the prompts only when students are stuck.*

1. This type of thinking and inferring can be very difficult for many students. Be intentional to model your thinking and repeat back what other students share.
2. Remind students to share “how they know.” Defending their thinking can be intimidating. Modeling will be very important. Many students will feel they are wrong because you have asked additional questions.
3. If students aren’t able to share their thoughts, prompt their thinking. For example, if a student says, “Their clothing is different.” Ask the students to show you a place where the clothing is different or tell you how they know their clothing is different. If they tell you the story/poem represents a particular tribe, ask students guiding questions such as; “I agree. How did you decide that?”, “What made you think that?”, “How do you know it was ...?”

Author	Title
Chief Jake Swamp	<i>Giving Thanks: A Native American Good Morning Message (Iroquois/Northeast)</i>
Paul Goble	<i>The Girl Who Loved Wild Horses (Plains Indians)</i>
Paul Goble	<i>Buffalo Woman (Plains Indians)</i>
Tomie dePaolo	<i>The Legend of the Indian Paintbrush</i>
Joseph Bruchac	<i>The First Strawberries (Cherokee Indians/Southeast)</i>
Jerrie Oughton	<i>How the Stars Fell Into the Sky: A Navajo Legend (Southwest)</i>
Gerald McDermott	<i>Arrow to the Sun: A Pueblo Indian Tale (Southwest)</i>
Gerald McDermott	<i>Coyote: A Trickster Tale from the American Southwest</i>
Bill Martin Jr. & John Archambault	<i>Knots on a Counting Rope (Navajo/Southwest)</i>
Joseph Bruchac	<i>Thirteen Moons on Turtle’s Back: A Native American Year of Moons (multiple regions/tribes)</i>
Becky Ray McCain	<i>Grandmother’s Dreamcatcher (Chippewa/Northern Plains MN, WI, MI)</i>
S. D. Nelson	<i>Buffalo Bird Girl (Hidatsa/Northern Plains)</i>
S. D. Nelson	<i>Greet the Dawn the Lakota Way (Northern Plains)</i>

Joseph Bruchac	<i>A Boy Called Slow (Lakota Sioux/Plains)</i>
Joseph Bruchac	<i>Children of the Longhouse (Mohawk/Northeast)</i>
Joseph Bruchac	<i>Squanto's Journey: The Story of the First Thanksgiving</i>
Jan Andrews	<i>Very Last First Time (Inuit/Arctic)</i>
Tricia "Nyuaqik" Brown	<i>Charlie and the Blanket Toss</i>
Susan Jeffers	<i>Brother Eagle, Sister Sky (multiple regions/tribes – words based on Chief Seattle)</i>
Gerald McDermott	<i>Raven: A Trickster Tale from the American Northwest (Northwest)</i>

Students can extend their appreciation for the cultural information they learn by creating their own version of a trickster tale or legend based on an aspect of nature. This provides an excellent opportunity to develop narrative writing skill.

<b>GSE Standards and Elements</b>	<b>SS3H1</b> Describe early American Indian cultures and their development in North America. c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic. <b>ELAGSE3W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <b>ELAGSE3W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <b>Information Processing Skills</b> – 1 (compare similarities and differences), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose)

# Connecting Themes Unit – Culminating Activity

## American Indians Museum: Past and Present

Our culminating performance task relies on research on the regions and tribes.

1 – In groups by region, plan and develop a museum exhibit that illustrates the past of the American Indians found in that area. Include a map, models, drawings, or other artifacts that illustrate the food, clothing, shelter, and interaction with the environment. Since there are six regions, there will be six regional displays in the museum. Create captions or written commentary to accompany each exhibit.

2 – As a class, develop a seventh display of contributions of American Indians to life today. Include examples of literature and the arts. Include captions or commentary.

3 – Invite others in the school or community to visit the class museum on the American Indian.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the organizers on their own, it would be best to let them do this independently.*

- Before any work begins, many students will have no prior knowledge of museums or their content. It would be beneficial to take virtual tours of museums or show pictures of museum exhibits. Have the students share what they notice about the exhibits. What kinds of artifacts are exhibited? How are they displayed? Are they labeled? Are they explained or captioned? <https://naturalhistory.si.edu/about/virtual-tour>
- Be careful with the placement of students in groups. Some students will need more direction and may need to be placed with students who are able to lead the group. If it is possible, an additional teacher or para-pro could work into groups as needed or could be used to lead a group of learners who may need additional support. If you had your students break into groups for Activity One, consider keeping the same groups. Struggling students will benefit from the consistency and will also be more confident because they are already experts with that region.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS3H1</b> Describe early American Indian cultures and their development in North America.</p> <p>a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.</p> <p>b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.</p> <p>c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).</p> <p><b>SS3G3</b> Describe how physical systems affect human systems.</p> <p>a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>ELAGSE3RI4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3SL1:</b> 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.</p>



	<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>Map and Globe skills</b> – 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences) , 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p>
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