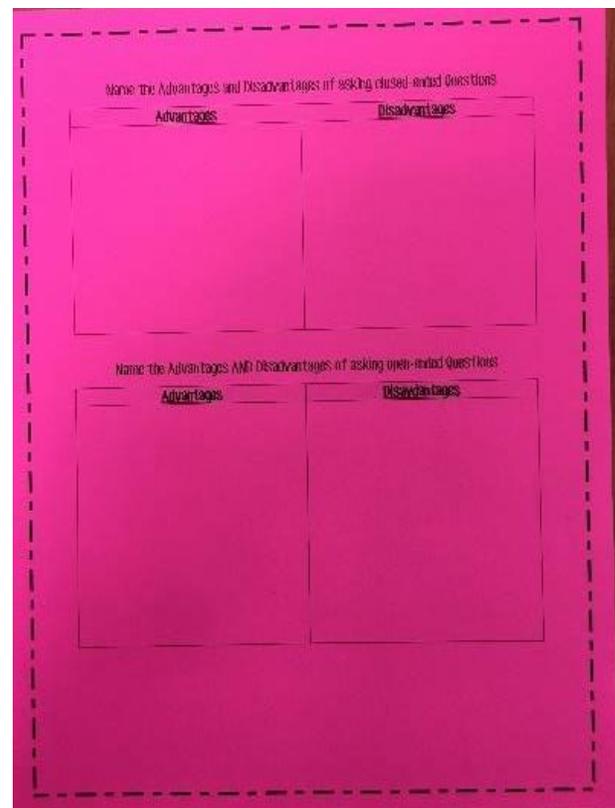
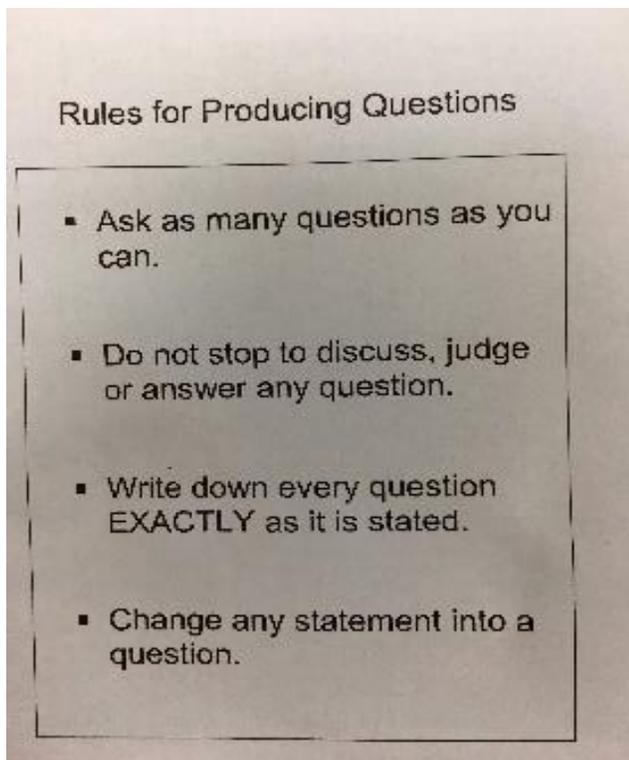


# 3<sup>rd</sup> Grade Lesson: Launching the American Indians Unit

Lesson Title	Using Inquiry to Launch a Lesson; American Indians
	Lesson Created by Lisa Rogers
Standards	<p><b>SS3H1: Describe early American Indian cultures and their development in North America.</b></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.) <b>SS3G3: Describe how physical systems affect human systems.</b></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>
Lesson Objective	Students will be able to classify questions in order to activate prior knowledge and/or build upon that knowledge. Students will follow a step by step process to evaluate images. This rigorous process facilitates the asking of many questions, and requires that students use divergent and convergent thinking skills, along with metacognition.
Academic Skill	Students will practice <b>inquiry</b> in order to guide learning.
Prior Knowledge	The students will use their prior knowledge of research, analysis, examination and producing questions based on inference in order to build their skill of inquiry.
Materials	<ul style="list-style-type: none"> <li>- 6 Blank anchor charts for students to record questions.</li> <li>- 6 Rules for Producing Questions</li> <li>- 6 Advantages/Disadvantages Anchor Chart</li> <li>- 6 American Indian Graphic Organizer/Map</li> <li>-</li> </ul>





Differentiation	Differentiation is based on product and interest. Students are differentiated the unit based on their questions and interests in the topic.
Hook	<p>Teacher will display an artifact that will interest students to be prepared for generating questions.</p> <p>The teacher will ask students to turn and talk to discuss the artifact on display.</p> <p>As students turn and talk, TW conference with students to observe how they are expressing their ideas clearly.</p> <p>TW then call student's attention and say, "I noticed that when you were discussing with your friends many of you used question words. For example: who, what, when, where, why, what if, how. Do you realize that each of you were just practicing inquiry?"</p> <p>TW then refer to bulletin board which displays the following terms: examination, investigation, research, wonder, brainstorm, questioning, and analysis. TW tell students that each of these skills is a type of inquiry, today we are going to practice inquiry by developing questions that you may have about a topic I will introduce to you.</p>

<p>Body</p>	<p>I will review the rules for producing questions and the potential challenges of sticking to them. They will use divergent thinking skills to generate as many questions as the group can generate based upon the picture that they are being shown. Before they begin, I will ask them which rule they think is most difficult to follow as this is a way to help bring awareness to the fact that they must not judge, or be eager to answer any of the questions, they must write every question down as it is spoken, or re-phrase it in anyway. Each group has already assigned one student in the group to be a recorder. It is the recorders job to write every question as it is spoken.</p>
	<p>TW then ask students to flip over the American Indian Graphic Organizer/map on their table. TW ask students to refer to the names of regions in which the tribes are located in their questioning. For example, How does the northwest tribe live in this area?</p> <p>TW start a timer for 7 minutes and students will begin the questioning process. When time is up students will drop pencils.</p> <p>TW then introduce open-ended and closed-ended questions by prompting student with the following higher order thinking questions: What does an open-ended question sound like to you?          What does an open-ended thinking question look like?          How is an open-ended question different from close-ended?          Is one more important than another?          Why is it important for us to know the difference?          Which question type is stronger?          When can closed-ended questions be important?</p> <p>Teacher will record student responses on anchor charts by using open-ended and closed-ended webs. TW then prompt students to list the advantages and disadvantages of both question types using the graphic organizer provided. When completed, as a whole group the teacher will lead a reflection of advantages and disadvantages of open-ended and closed-ended questions.</p> <p>Next, they will review their list of questions and notate with either a C or an O that indicate the type of question they believe it is. By doing this, the students will be classifying their questions. Students will be able to refer back to the anchor chart for reference. They will then go back through their questions that they listed, and improve their questions. Students will change one closed-ended question into an openended and vice-versa. This will lead the students to think about how the phrasing of the question can affect the complexity, and value of the information that they desire to learn about. Ask groups to highlight their three most important questions they would like to explore further during the unit.</p>

Reflection	<p>Each student will be given a notecard.</p> <p>On one side of the notecard they will be asked to <i>define inquiry in your own words</i>.</p> <p>On the other side of the notecard students will reflect and answer the following question: <i>How can asking questions prior to learning influence future learning?</i></p> <p>TW will ask a few students to share their responses.</p>
Next Steps	Teacher can the questions to help drive her instruction for the unit.
Teacher narrative and reflection	This lesson can be used a number of ways but I will focus on using it to launch a unit and to activate prior knowledge. It can also be used to differentiate and accelerate based upon where the students are so that a teacher are better able to meet their needs.