

Title: **How Early American Cultures Developed in North America**

Subject: **Social Studies/American History**

Topic: **Native Americans**

Grade: **4**

<b>Wiregrass History Consortium Unit Plan</b>			
<b>GPS Standard:</b> SS4H1	<p>The student will describe how early Native American Cultures developed in North America</p> <ol style="list-style-type: none"> <li>a. Locate where the American Indians settled with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee) and Southeastern (Seminole).</li> <li>b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.</li> </ol>		
<b>Concept:</b>	Native American Cultures		
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<ol style="list-style-type: none"> <li>1. Where did the Native Americans of the Arctic, Northwest, Plateau Southwest, Plains and Southeastern groups settle?</li> <li>2. Describe the climate in each of these regions.</li> <li>3. In which region would each of the following tribes have been found? Inuit, Kwakiutl, Nez Perce, Hopi, Pawnee and Seminole</li> <li>4. What are some examples of food, clothing and the homes built by the Inuit, Kwakiutl, Nez Perce, Hopi, Pawnee and Seminole? How did the environment affect the way these major Native American tribes obtained this food, clothing and shelter.</li> </ol>		
<b>Elements (What you want the students to understand.)</b>	<p>The students will:</p> <ul style="list-style-type: none"> <li>--Locate and identify the Arctic, Northwest, Plateau, Southwest, and Southeastern regions on a map of America</li> <li>--Be able to describe the climate in each of these regions.</li> <li>--Be able to identify each of the following as belonging to one of the five regions: Inuit, Kwakiutl, Nez Perce, Hope, Pawnee and Seminole.</li> <li>--Be able to explain how the climate in each region affected the way the identified tribe obtained food, clothing and shelter and specifically what these were</li> </ul>		
<b>Launch Activity (Hook)</b>	<p>Students play "Fling the Teacher" (Native Americans)  <a href="http://www.schoolhistory.co.uk/games/fling/nativeamericans/">http://www.schoolhistory.co.uk/games/fling/nativeamericans/</a></p>		
<b>Knowledge &amp; Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>--Culture</li> <li>--Climate</li> <li>--Interdependence</li> <li>--Tribe</li> <li>--Region</li> <li>--Impact</li> <li>--Native American</li> </ul>	<p><b>People</b></p> <ul style="list-style-type: none"> <li>--Inuit</li> <li>--Kwakiutl</li> <li>--Nez Perce</li> <li>--Hopi</li> <li>--Pawnee</li> <li>--Seminole</li> </ul>	<p><b>Places</b></p> <ul style="list-style-type: none"> <li>--Arctic</li> <li>--Northwest</li> <li>--Plateau</li> <li>--Southwest</li> <li>--Plains</li> <li>--Southeastern</li> </ul>

<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>
Pre and Post Test
<b>Portfolio Assessment</b>
<ul style="list-style-type: none"> <li>--Students will create a map correctly identifying each of the six regions and the major tribe of study located in each.</li> <li>--Students will create a Journal of Travel showing what they would see as they traveled from one region to the next including the homes, clothing and food that they observed.</li> <li>--Students will compare the foods, homes and clothing of the Inuit, Kwakiutl, Nez Perce, Hopi, Pawnee and Seminole tribes and identify the reasons for their differences due to the climate in the region in which each group lives</li> </ul>
<b>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</b>
<ul style="list-style-type: none"> <li>--North American map identifying the different regions and the major tribe identified there</li> <li>--Journal of Travel comparing homes, food and clothing observed and the uses of the environment to create each (graded by a rubric)</li> <li>--Graphic organizer Comparing the foods, homes and clothing of each tribe</li> </ul>
<b>Student Self-Assessment</b>
Students will self-assess the journal and graphic organizer using the rubric that will be used to grade each.
<b>Differentiation Associated with this unit</b>
<p>Students who are able will be required to identify additional tribes in each regional area and how the environment causes them to make the choices they do.</p> <p>As needed, students will be given the online material as printed material.</p> <p>Goals to be met on Rubric will be written individually as needed based on students ability.</p> <p>More able students may complete a poster answering the essential question using Project Poster: <a href="http://poster.4teachers.org/">Project Poster Home</a> (http://poster.4teachers.org/)</p>
<b>Resources and instructional tools:</b>
<p>Internet</p> <p>Text Book</p> <p>Media Center Print Resources</p> <p>Maps</p> <p>Links:</p> <p><a href="http://www.schoolhistory.co.uk/games/fling/nativeamericans/">http://www.schoolhistory.co.uk/games/fling/nativeamericans/</a> (Launch Activity)</p> <p><a href="#">Interactive Map - North American Indians</a> (Map Activity)</p> <p><a href="#">NMAH : Our Story in History : Try It Online</a></p> <p><a href="#">Kwakiutl</a></p> <p><a href="#">The Kwakiutl</a></p> <p><a href="#">The Inuit</a></p> <p><a href="#">northwest</a></p> <p><a href="#">Settlements in North America</a></p> <p><a href="#">swest</a></p>