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Teacher K-9

Native Americans

Thematic Unit
Gr.2-6

Description:

This is a thematic unit, which incorporates the subjects of Reading, Writing, Social Studies, Art, and Computer Technology. In this unit we hope to learn about several Native American groups in North America. We will take a look at the culture, customs, and the traditional way of life for each of these groups. How does each group live today? How is it different from how their ancestors lived in the past?

Faith Integration:

During this unit we will be learning about Native Americans of several groups who live in Canada and the United States. In the Bible we learn about men and women of different cultures, and how they worshiped in the past. We also learn about spirituality, religion, and beliefs of several cultures. In this unit we will take a look at Spiritual beliefs and truths of each group of Native Americans and how they compare and differ from Christianity. How has their beliefs changed from the past? What can we learn from them and incorporate?

Curriculum Benchmarks:

- 1. The students will learn to use the keyboard and other common input and output devices (including adaptive devices when necessary) efficiently. Nets 1**
- 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. Nets 1, 2**

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. Nets 2
4. Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. Nets 3, 4
5. Use telecommunications and online resources (e.g., email, online discussions, Web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. Nets 4,5
6. Use technology resources (e.g., calculators, data collection probes, videos, and educational software) for problem solving, self-directed learning, and extended learning activities. Nets 5, 6
7. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. Nets 5, 6

Materials/Hardware/Software:

Computers

Scanner

Digital camera

Microsoft Power Point Presentation

Kid Pics Deluxe Program

CD's

Journals

Art materials of all kinds such as the following:

Pottery set of tools and clay

Paints

Brushes

Paper

Photographs

Photograph paper

Printer

Bible

The Kid's Book of Aboriginal Peoples in Canada written by Diane

Silvey

History Pockets Native Americans by Evan-Moor Publishers

Teacher Preparation:

This is a thematic unit that will be spread over a period of a month to have time to properly complete the assignments, learn new computer programs, software, web search, and read books as required. The teacher will have a prepared PowerPoint Presentation to illustrate a Native American Nation and to show them what is expected. A Kid Pics presentation will be prepared on Native Americans. This presentation will be for the lowest grade. A model of a family and shelter will be created to give an example of what a home could have looked like in the past from a selected Nation.

Student Preparation:

The students will need to know how to use a computer such as turning it on/off and how to open a program. The highest grade will need to know how to perform the basics in operating a printer, scanner, and digital camera. They will also need to know how to use the internet as well as performing web searches.

Activities/Procedures:

Assignment 1: Each student will be given two separate journals. Journal 1 is to record their life at home or at school. Journal 2 is to write about what it would be like to live in a Native American community in North America in the past. They will need to choose a time period, place, and then do research on it. The student will need to know what it was like for children during that time period chosen and make a realistic journal entry. This assignment will begin the first day of class as well and will continue on for approximately a month. The students can research their character using the internet, newspapers, library books or microfilm, museum, etc.

Assignment 2: Students will learn how to perform basic operations on the computer such as turning it on/off, selecting a program, file, and begin to take a look at the Kid Pics program. The

students will also review proper computer etiquette, what is appropriate and inappropriate behavior.

Assignment 3: The students will be given the project of making a slide show about the Native American Nation that they have chosen, where they live, how they live, what are their beliefs, traditions, and what it would be like to live as a Native American in the past. This project will need to have at least 5 slides.

Assignment 4: The students will learn the basics of how to use Power Point presentation for this project. In this process we will also look at how to use a scanner, and digital camera. The Native American project will be making a PowerPoint Presentation of the Nation chosen. Information that they need to include is name of the nation, clothing, food, and shelter. The students may also research information for this assignment using websites, the students will need to save their programs to a CD so that they can take it with them and carry on with it if they so choose on their own time. Eventually, I would like to launch these on our school website.

Assignment 5: The students will also be given the option of studying one of the Nations that surround our community. If this option is chosen they can learn first hand from parents, friends, teachers, elders, take pictures of their communities, people, art, visit the Ksan Village, etc. This would also be a great way for all of us to learn more about our students who are Native American in our class, communities, and about Native Americans in our community and bring more understanding.

Assignment 6: The students will need to perform a web search on Native Americans and find sites that give them information on the Nation that they have chosen. They will need to find at least 2-4 sites that will help in their research and that others would enjoy and could use at their age level. They could also look for sites that not only give them information but pictures as well that they could use in their Power Point Presentations.

Assignment 7: The students will create “History Pockets” where the students will learn about 8 nations such as the Inuit, Tlingit, Nez Perce, the Maidu, the Sioux, the Navajo, the Iroquois, and the Seminole. The students will learn about these nations such as where they live, food, shelter, clothing, and create crafts, booklets, and stories that are applicable to that Nation.

These assignments will take time and may be extended if there is a need so it may be subject to change.

Assessment/Evaluation:

The students will be assessed through observation, discussion, rubrics, assignments, and quizzes. I will be taking a look at how much effort, work and detail were put into each project and grade accordingly.

Follow-up Activities:

Native American Heritage Research:

Activity 1: Building a Shelter

Compare building a home that was constructed from the past to building a modern home on a reserve.

Activity 2: Responsibilities of Native American Men and Women

Compare the duties and responsibilities of a Native American woman and man to a modern day Native American woman and man.

Activity 3: Ceremonies, Traditions, Customs, and Celebrations

Research and find out the Celebrations, ceremonies, traditions, and customs of the selected Native American tribe in the past and what is now done in our modern age. How is it the same and different?

Activity 4: Cooking, Storing and Preserving Food

Compare the ways a Native American woman cooked, stored, and preserved her foods with the way a modern day Native American woman does.

Activity 5: Hunting

Compare how a Native American male or Father provided and hunted food for his family with the way a modern Native American male or father provides or hunts for his family's food. What types of hunting tools did they use to hunt and prepare the meat?

Activity 6: Clothes

Compare how a Native American family dressed and what kind of clothes they wore with the way a modern day Native American dresses. How did they make their clothes? What did they look like? What kinds of clothes were worn for special occasions?

Activity 7: Art

Study and illustrate how the Native American group made items such as pottery, drawings, jewelry, carvings, sculpture, and totem poles. Choose at least one of these items and make a replica, model, or an item selected above from the specific tribe that you have chosen.

Activity 8: Herbal Medicine

Native Americans had many cures and herbal remedies which they used to cure sickness and diseases. Research and examine what kinds of herbs they used to cure sicknesses or used for health. Write a report and prepare a speech to present to the class what you have learned regarding the sickness and herbs that you have researched for the Nation that you have chosen.

Activity 9: School

How were Native American children educated in the past? How has education changed for Native American Children today? How do they learn about their culture, traditions, and language?

Activity 10: Famous Native Americans

The students will research a famous Native American and will create a report on this individual and present to us his/her findings. Why is this person special? What made them stand out to you?

Activity 11: Why do many Native Americans live on a Reserve and what is it like?

I want the children to research, especially the older students, to find out why it is like this and how it came to be. I also want the students to be

aware of what it is like to live on a reserve and to think about the benefits and disadvantages? How do Native Americans commune together today and how is it the same and different from the past. How are Native Americans making positive changes in their communities today?

These activities will help the students to understand what it was like for Native Americans in the past and now, in the present.

A Hotlist on Native Americans
An Internet Hotlist on Native Americans

created by Lisa.Eliuk
Hazelton SDA School

[Introduction](#) | [Kids Links](#) | [Teachers Lesson Plans](#)

Introduction

In addition to using books and magazines to find out about Native Americans, why not also use the power of the Internet? The links below will get you started.

The Internet Resources

- ? [Native Tech: Native America Technology and Art](#) - This website features games, crafts, and art projects for the study of Native Americans.
- ? [Native Languages of the Americas: Facts for Kids](#) - This is a very comprehensive website that offers information on numerous Native American tribes, their languages, etc.
- ? [Native American Resources for Kids and Teachers](#) - This is a website which provides links to other websites that contain information on Native Americans, Resources for Teachers, activities for children, etc.
- ? [Enchanted Learning](#) - This is a site that offers memberships for a year where a person can print any of the crafts, booklets, and teacher resources for \$20.00. This site is very comprehensive and looks like a great resource.
- ? [American Indians and the Natural World](#) - This is a website where students or teachers can use this site to examine and learn about Native Americans from the North, South, East, and West Regions of North America.
- ? [Native Americans](#) - This is a website created by Gay Miller's 5th and 6th grade class which contains information for children and Teachers teaching units on Native Americans. This site offers information, crafts, pictures, etc.
- ? [4th and 5th Grade Social Studies - Native Americans](#) - This is an site that contains links to other Native American sites, information on art, food, clothing, religion, crafts, lesson plans, and more.
- ? [Native American Virtual Field Trips](#) - This website contains Virtual Field Trips to numerous Native American Dwelling places, etc.
- ? [Marilee's Native Americans Resource](#) - This is a comprehensive website that contains puzzles, books, Kid Pics projects, crafts, food, links, etc.
- ? [A to Z Teacher Stuff - Native Americans](#) - This is a website for teachers giving them links to websites or lesson plans and units on Native Americans.

Multimedia Project: Native Americans

Teacher Name: **Mrs. Eliuk**

Student Name: _____

CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Permissions	All permissions to use graphics "borrowed" from web pages or scanned from books have been requested, received, printed and saved for future reference.	All permissions to use graphics "borrowed" from web pages or scanned from books have been requested and received.	Most permissions to use graphics "borrowed" from web pages or scanned from books have been requested and received.	Permissions were not requested for several graphics "borrowed" from web pages or scanned from books.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Rough Draft	Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback.	Rough draft brought on due date. Student shares with peer and peer makes edits.	Provides feedback and/or edits for peer, but own rough draft was not ready for editing.	Rough draft not ready for editing and did not participate in reviewing draft of peer.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.

Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Content	Covers topic in -depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.