

Celebrating Native American Culture and Encouraging Awareness

A LESSON PLAN EXPLORING NATIVE AMERICAN CULTURE – PAST AND PRESENT.

UNIT: (possible unit connections)

- **Language Arts** – short stories/oral traditions, cultural poetry or writings (ie: Longfellow), recognizing media bias, persuasive/informative writings, cultural YALit./novels
- **Social Studies** – Early American history, Columbus, Native American culture, the Navajo code talkers
- **Science** – gardening, seeds, outdoor survival, animal habitats, medicines from nature
- **Math** – calendars, travel (distance), measuring (crop fields, recipes, clothing, shelter-building, etc.), symmetry
- **Art** – pottery, drawing, beadwork/jewelry, rug design, toys/dolls
- **Music** – early American music/musicians, instrument histories and popularity, cultural music/instruments, ensembles, performance
- **Phy. Ed.** – dance, movement, archery, cultural games
- **FACS** – recipes, dried food, food preservation, clothing made from natural materials, cultural foods/clothing

GRADE(S): 9-12

Length of Lesson:

- One class period (about 50 minutes). This can easily be expanded to fit interdisciplinary classes, more than one class period, and other grade levels.

Standards Addressed:

- (Minnesota – Language Arts)
9.7.2.2.a. / 9.9.1.1. / 9.9.5.5. /9.9.7.7. / 11.7.2.2.a. / 11.9.1.1. / 11.9.5.5. 11.9.7.7.

Objectives:

Students will be able to...

1. examine and convey complex ideas through informational research and writing.
2. understand, evaluate, and use digital media.
3. participate effectively in collaborative discussions.
4. work effectively with peers and respond to diverse perspectives.
5. propel conversations by posing and responding to discussions and ideas.

Materials Needed:

Computers with internet access, provided websites for student research, provided Webquest Activity worksheet, paper (2 half-sheets), pencils, artifacts/photos for stations (photos can be found on the websites provided, throughout the internet, in books/magazines, or in other reference materials)

- websites needed:
<http://www.ahsd25.k12.il.us/Curriculum%20Info/NativeAmericans/index.html>
<http://www.tolatsga.org/Compacts.html>
http://www.cradleboard.org/2000/tribal_w.html

Meeting needs of individual, ethnic, and diverse students:

Example – use of multiple learning styles (tactile, verbal, auditory, visual, cooperative, etc.), use of multiple discussion formats (linear, non-sequitur, partner, groups, etc.)

TACTILE, VERBAL, AUDITORY, VISUAL, KINESTHETIC, COOPERATIVE (large group and partner)

Agenda:

About 10-15 minutes

- (Anticipatory set) Set up several stations for students containing either artifacts or photos of Native American culture. Examples might include: shelters, clothing, jewelry, instruments (percussion, recorder, etc.), tools (for housekeeping, building, cooking, hunting, education, crafting, survival, etc), leaders, symbols, food, etc. Students stop at each station for one minute to examine the artifact or photo, and then rotate to the next station. The goal is to stimulate prior knowledge they may have. Students should bring a half-sheet of paper and pencil with them to record what they identify at each station.
- Re-group as a class. Identify and discuss the item at each station.
- Introduce the topic of the lesson – Native American culture. Connect the lesson to the unit of study, so that students understand the significance and relevance of the lesson. (This will vary depending upon the subject area and the unit of study.)

About 15-20 minutes

- Students partner up and log in to a computer to do research on Native Americans.
- Hand out the provided Webquest Activity worksheet (interactive websites for researching included on it).
- Once at a website, groups choose a nation to research and complete the worksheet. If any students finish early, they can research another nation.

About 10-15 minutes

- Re-group. Each group shares the nation researched and something unexpected or interesting that they learned about the nation with the rest of the class.
- Discuss similarities to other cultures. Allow students to list similarities on the board, or use a Venn diagram for them to list similarities and differences. Open up the discussion for students to share any personal experiences or connections to the Native American culture. (Similarities could include the system of values, importance of family, education of children, childrearing, food, hunting, etc.)
- Collect worksheets, and log off computers.

About 2-3 minutes

- (Closure Activity) “Ticket to Leave.” Students write down 3 new things that they learned from the lesson on a half sheet of paper. Collect these as students leave, as it is their “ticket” to leave the classroom.

Assessment(s):

Class discussions, thoughtful worksheet completion, connections formed to other cultures, interactions with websites that uncover information, “Ticket to Leave” responses, collaborative group work

RaceBridges Comment

The above lesson and classroom activities explore Native American Culture in a streamlined brief style for busy teachers and leaders.

RaceBridges invites you to use this lesson in the spirit it was created for the RaceBridges site. This is to foster deeper understandings and appreciation of First Nation peoples, appreciating our differences as well as recognizing our common human bonds.

It is hoped that in using this lesson plan with the recommended links and activities you and your students will deepen your appreciation for an enduring and resilient peoples who have much to teach the wider world.

Enjoy!

- Go to two story-form lesson plans about Native Americans (<http://www.racebridgesforschools.com/wp/?p=2103>)
- See many other lessons, stories and videos on a variety of diversity themes on this site. (<http://RacebridgesForSchools.com>)



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Celebrating Native American Culture Webquest Activity

Name _____

Use the Internet to research the First Nations of our country. Use the websites below to find information about different Native American tribes and their life, customs, and impact on our society today.

Websites:

- <http://www.ahsd25.k12.il.us/Curriculum%20Info/NativeAmericans/index.html>
- <http://www.tolatsga.org/Compacts.html>
- http://www.cradleboard.org/2000/tribal_w.html

1. Nation researched _____
2. Where do the people of this Nation live? (What part of the country?)
3. Describe the year-round climate there.
4. What does the land look like?

5. Name the type of shelter of this Nation. Describe its look and purpose.

6. List and describe the plants, trees, and greenery found on this land. What was each used for?

7. List the animals and wildlife found in this area.

8. Identify and describe the clothing worn by the people of this Nation, and why. Be sure to include any items worn by the people – including jewelry, headdresses, shoes, etc.

9. List three ways that the Native American culture is the same today as it was in the past.

10. List three ways that the Native American culture is different today from its past.