

Unit Title: Native Americans

Grade Level: Second Grade

Subject Area: Social Studies

Duration/Length/Number of class periods: 3 weeks

Description: Students will understand that people have a history and it is shown through artifacts. Artifacts from the past help us understand both the past and present. Different cultures make people special and unique.

Established Goals (National, State, Local): Local

EU 5; 2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.

EU 6; 2.3.1.1.4 Use Maps, Photos, or other Geographic tools to answer basic questions about where people are located.

EU 8; 2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.

What Enduring Understandings are desired?

-Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features. (EU 5)

-Use historical records and artifacts to describe how people's lives have changed over time. (EU 8)

-Compare and contrast daily life for Anishinaabe peoples in different times, including before European contact and today. (EU 8)

-Describe how the culture of a community reflects the history, daily life, or beliefs of its people. (EU 8)

-Use maps, photos, or other geographic tools to answer basic questions about where people are located. (EU 6)

What Essential Questions will be considered?

How do you locate places on a map or globe?

How have people changed and how might people change in the future?

How did Anishinaabe culture evolve over time?

How can we know about the Anishinaabe?

Students will know / be able to:

EU 5:

Concept: (students will know):

- key features on a map or globe
- cardinal directions
- the relationship between two or more features on a map or globe

Skills: (students will be able to):

- locate (key features on a map or globe)
- use (cardinal directions)
- describe (the relationship between two or more features on a map or globe)

EU 6:

Concept: (students will know):

- maps, photos, or other geographical tools can be used to answer questions about where people are located

Skills: (students will be able to):

- use (maps, photos, or other geographical tools)
- answer (basic questions about where people are located)

EU 8:

Concept: (students will know):

- maps, photos, or other geographical tools can be used to answer questions about where people are located

Skills: (students will be able to):

- use (maps, photos, or other geographical tools)
- answer (basic questions about where people are located)

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo r m a t i v e	S u m m a t i v e	Intr od uct ory Act ivit y	Le arn ing Act ivit y	Stu de nt Te chn olo gy Us ed	Tea cher Tec hno logy Use d	IST E Stan dard s
Day 1/2: <ul style="list-style-type: none"> ● Unit begins with inquiry: ask questions. What do students wonder about the Anishinaabe? Students gather questions as they look through various books, web/app searches, (Safe Search) etc. about the Anishinaabe. Students record questions into Google Site (Mrs. Gleason) under forum. ● Sort questions into categories to narrow down research: shelter, food, clothing, transportation. <ul style="list-style-type: none"> ○ Teacher print question strips for students to sort into the 4 question categories in groups ○ Students work with group to sort questions into the 4 categories ● Formative Assessment includes observing how students group questions and interact/discuss their questions with their group. 	x		x	x	x	x	3a
Day 3/4: <ul style="list-style-type: none"> ● Special Guest Presenter about Native Americans <ul style="list-style-type: none"> ○ Guest speaker will present, show real artifacts, etc. for students to grasp that we can learn a lot about people through artifacts. ● Introduction of the different regions, directionality, and the tribes of U.S. ● Compare and contrast life of the Anishinaabe people then and now on a Venn Diagram. ● Use question sorts to break students into sections to research with groups. <ul style="list-style-type: none"> ○ Begin compiling research on appropriate Padlet column. <ul style="list-style-type: none"> ■ Shelter ■ Transportation ■ Food ■ Clothing ● Formative Assessment understanding is shown through Padlet posts and observation of group research work. 	x		x	x	x	x	3c
Day 5: <ul style="list-style-type: none"> ● Continue research around 4 question boards and continue record facts/pictures/videos about Anishinaabe and add item to appropriate Padlet column to compile research. 				x	x		

<p>Day 6/7:</p> <ul style="list-style-type: none"> Groups begin to decide how they want to show their understanding of their specific area; shelter, transportation, food, clothing. Possible options include; <ul style="list-style-type: none"> Adobe Spark Flipgrid iMovie Prezi 				x	x	x	4c, 6b, 7c
<p>Day 8/9:</p> <ul style="list-style-type: none"> Continue developing presentations. 				x	x	x	6b, 7c
<p>Day 10:</p> <ul style="list-style-type: none"> Groups will present their information to classroom. Summative Data is collected at this time through presentations. A rubric will be followed to score overall group contribution, knowledge of information, and clarity in presentation material. 		x		x	x		
<p>Days 11-15:</p> <ul style="list-style-type: none"> Grade level teams rotate each day between the classrooms to listen to group presentations about different tribes (each 2nd grade classroom will choose and research a different tribe then share). On classroom presentation day, groups get in front of all second grade students/or students rotate through small group presentations and present about the Anishinabee tribe in the 4 different areas; transportation, shelter, food, clothing. Students will then go to other classrooms and listen to similar presentation topics about the other tribes in the different regions in the United States. 			x	x	x		

<p>Materials, tools and resources:</p>
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