

LESSON PLANS for Interdisciplinary Trunk- Native Americans

Sees Behind Trees: A Journey of Self Discovery

Interdisciplinary Unit Title: Native American Culture

Developed by: Kanelia Cannon

Content Area: ELA

Grade Level: 8th

School: A.L. Corbett Middle School

Subject: English/Language Arts

CCSS:

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Question: How can life help you to see beyond what's in front of you?

Student Objectives:

- Participate in and contribute to an asynchronous/synchronous discussion to help deepen understanding.
- Demonstrate an understanding of figurative language and imagery.
- Create a multimedia presentation that clarifies understanding and sparks interest in Native American culture.
- Gather relevant information from multiple sources.
- Write an informative compare/contrast essay.
- Produce clear and coherent writing.

Duration: 3 weeks

Materials: *Sees Behind Trees* by Michael Dorris; “[Myths and Stereotypes about Native Americans](#)” by Walter C. Fleming; “[How Twins Work](#)” by Katherine Neer; *Sacajawea, Geronimo, Pocahontas, Many Nations: An Alphabet of Native America* by Joseph Bruchac; *D Is for Drum: A Native American Alphabet* by Michael and Debbie Shoulders; Spiral Notebooks; Computers with Internet Access

Procedure

Reader's Response Journal

Students will need to set up their reader's response journal with following information:

- Title Page
- Table of Contents – to be complete with page numbers at the end of the unit
- Glossary – students will need to keep a running log of any unfamiliar words and define them
- Text Connections/RRJ Questions

Lesson One: Pre-reading

Students will complete a KWL chart about Native Americans. They will then read the article “[Myths and Stereotypes about Native Americans](#)” to complete the L portion of the chart. Students will then locate at least two reliable resources about Native Americans in South Carolina. Students will post their KWL charts to their blogs ([edublog](#), [Word Press](#), [Kidblog](#)) and post their resources to the class social bookmarking page (<https://www.diigo.com/>). Students should periodically add to this resource as we go along.

Blog Post

What did the article “Myths and Stereotypes about Native Americans” teach you about Native Americans? How will you use this information in the future? Be sure to imbed your KWL chart in your post as well. Please refer to the blog posting rubric.

Lesson Two: Ch. 1-3

The class will read chapters 1-3 of *Sees Behind Trees* and discuss and answer the following questions:

1. What is wrong with Walnut?
2. Why do you think the weroance added a new contest?
3. How will Sees Behind Trees new name change him?

4. Make at least one text-text, text-self, or text-world connection.

Blog Post

What test(s) have you had to face in life? How were you able to overcome them? Please refer to the blog posting rubric

Lesson Three: Ch. 4

In small groups, students will read chapter 4 of *Sees Behind Trees* and discuss and answer the following questions:

1. What is Gray Fire trying to explain to Sees Behind Trees about pride?(p.35-36)
2. Why did Gray Fire share his story with Sees Behind Trees?
3. Describe a place like Gray Fire's land of water? (p. 38-39)
4. Would you have been able to make a sacrifice like Gray Fire did for your family?
5. Why did Gray Fire choose Sees Behind Trees?
6. Make at least one text-text, text-self, or text-world connection.

Lesson Four: Ch. 5

In small groups, students will read chapter 5 of *Sees Behind Trees* and discuss and answer the following questions:

1. Why does Otter, the weroance, feel it is time to let her brother go? What is she not saying to Sees Behind Trees' mother?
2. What is Gray Fire trying to explain to Sees Behind Trees on page 52?
3. What did Gray Fire mean when he said, "The truth of it is, you already see better."
4. Who were the people Sees Behind Trees heard? Why could he not understand their language?
5. Make at least one text-text, text-self, or text-world connection.

Lesson Five: Ch. 6

Independently, students will read chapter 6 of *Sees Behind Trees* and discuss and answer the following questions:

1. Why would the strangers be afraid?
2. Why is it hard for Sees Behind Trees to understand their fear?
3. Make at least one text-text, text-self, or text-world connection.

Lesson Six: Ch. 7

Independently, students will read chapter 7 of *Sees Behind Trees* and discuss and answer the following questions:

1. Why was Sees Behind Trees able to see the land of water clearly?
2. Why did Sees Behind Trees feel the stone man?
3. What happened to Gary Fire?
4. Make at least one text-text, text-self, or text-world connection.

Lesson Seven: Ch. 8

The class will read chapter 8 of *Sees Behind Trees* and discuss and answer the following questions:

1. What happened to Karna and Pitew?
2. How did Sees Behind Trees see behind trees in order to find his way home?

3. Make at least one text-text, text-self, or text-world connection.

Lesson Eight: Ch. 9

The class will read chapter 9 of *Sees Behind Trees* and discuss and answer the following questions:

1. Why did the weroance trap her brother?
2. Make at least one text-text, text-self, or text-world connection.
3. “The day I had received my new name, I had no idea how many trees there were, and how much there was to see behind each of them.” (p. 101). What is *Sees Behind Trees* really saying about people? Do you agree with him?

Blog Post

In a small group, read the article “How Twins Work.” Think about how what you’ve read applies to Otter and Gray Fire. Do you believe that twins really do have telepathic powers? Explain your response and support it with evidence from the novel and the article. Please refer to the blog posting rubric

Lesson Nine: Extended Response

Throughout *Sees Behind Trees*, our protagonist had to evolve into a man and discover who he really was and what he believed. Write a compare/contrast essay in which you compare your life’s journey with that of Walnut/Sees Behind Trees. Be sure to note similarities and differences. Include support from the novel as well. Make sure to use transitional words to link your ideas and the appropriate grade level vocabulary. Your writing will be evaluated using the following rubric:

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization	<ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Uses some simplistic transitions to connect ideas 	<ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no transitions to connect ideas

¹ (Elk Grove Unified School District)

Support/ Evidence	<ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Does not support opinion with facts, details, and/or reasons
Language	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability • Utilizes precise and domain-specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability • Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability • Does not utilize precise language or domain-specific vocabulary

Lesson Ten: Final Project

Multimedia Presentation (In Class)

Students will create a 3 minute multimedia presentation (that incorporates pictures, video, and music) about either a Native American important to South Carolina or about Native American culture in the format of an ABC book. *Sacajawea*, *Geronimo*, *Pocahontas*, *Many Nations: An Alphabet of Native America* by Joseph Bruchac, and *D Is for Drum: A Native American Alphabet* by Michael and Debbie

Shoulders http://www.amazon.com/Drum-Native-American-Alphabet-Books/dp/1585362743/ref=sr_1_1?s=books&ie=UTF8&qid=1354539353&sr=1-1&keywords=ABC+Native+American+Books - # B001JS2C1W will be mentor texts.

Multimedia Project: Sees Behind Trees/Native Americans

CATEGORY	4	3	2	1
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.
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.
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.
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.

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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.
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.
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.

Tic-Tac-Toe Menu² (Homework)

Directions: These activities should be completed once we've completed our novel. Chose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—or in the 4 corners, you are finished. Star the activities you plan to complete. Color in the box when you finish the activity.

Collect Facts or ideas which are important to you about your favorite character. (Knowledge)	Teach A lesson about your novel to our class. Include at least one visual aid. (Synthesis)	Draw A diagram, map or picture of some aspect of your novel. (Application)	Judge Two different viewpoints about an issue in your novel. Explain your decision. (Evaluation)
Photograph Videotape, or film part of your presentation. (Synthesis)	Demonstrate Something to show what you have learned from your novel. (Application)	Graph Some element of your novel to show how many or how few. (Analysis)	Create An original poem, dance, picture, song, or story around some aspect of your novel. (Synthesis)
Dramatize Something from your	Survey Others to learn their	Forecast How a character in	Build A model or diorama

² (Wagener Salley High School English Department)

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novel to show what you have learned. (Synthesis)	opinions about some fact, idea, or feature of your novel. (Analysis)	your novel will change in the next 10 years. (Synthesis)	to illustrate some aspect of your novel. (Application)
Create An original game using the facts you have learned from your novel. (Synthesis)	Memorize And recite a quote or a short list of facts from your novel. (Knowledge)	Write An editorial for the student newspaper or draw an editorial cartoon about some element of your novel. (Evaluation)	Compare Two things from your novel. Look for ways they are alike and different. (Analysis)

Tic-Tac-Toe Activities Grading Rubric

Your activities will be graded on the following criteria:

Creativity – Activity exhibits the student’s own unique brand of creativity and doesn’t resemble something anyone could have created. 0-25 points

Accuracy – Activity precisely depicts all elements of the given set of accompanying instructions the student chose to follow. 0-25 points

Workmanship – Activity exhibits fine craftsmanship and shows that the student took pride in his/her work. The student’s creation is not shoddy or poorly constructed. 0-25 points

Attention to Detail – Activity displays specific explanations, examples, symbols, elements, pictures, illustrations, etc. that proves the student fully understands his or her chosen activity. 0-25 points

Do You See What I See

A. Figurative Language. Listed below are several types of figurative language (simile, metaphor, onomatopoeia, and personification) found in the novel *Sees Behind Trees*. It is now your job to determine the type of figurative language, interpret its meaning, and then rewrite it as a different form of figurative language (simile, metaphor, personification, hyperbole).

Example: “My mother encouraged me by bringing her cheeks so close to her forehead that she looked like a dried onion...”

This is an example of a simile. The mother’s face is compared to a dried onion to help the reader see how the wrinkled and scrunched the mother made her face appear.

Metaphor: My mother’s face was a dried onion as she brought her cheeks so close to her forehead.

1. “Before I could object she had disappeared again into that mist of color and noise that surrounded me like the roof and walls of a very small house.”

2. “...he walked like a beaver, his feet flat and wide apart...” (7-8)

3. "It seemed to come from deep within her body, to be blown through a horn of shell, to rattle like the skin of a hand drum." (9)

4. "My mind flew the way a hawk must fly, skimming over all that was ordinary, alert for a dart of something out of place." (10)

5. "I let my mind wander, drift and sail like an orange maple leaf through the blue air." (22)

6. "My lips were pursed as a clam that doesn't want to open." (25)

7. "Eyes like a possum." (34)

8. "Quick as a water bug." (35)

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9. "Where the water met rocks, mist rose to greet the rain that was falling" (38)

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-
10. "And the sky, the sky was like the surface of a still pond." (38)

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-
11. "Or like sizzle and snap of a great fire." (38)

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-
12. "Listening to him was like smelling hot soup on a cold evening." (39)

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-
13. "His skin was as dry and feathery as an abandoned wasps' nest..." (40)

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-
-
14. "Gray Fire's fingers gripped my shoulder like the claws of a bird preparing to fly." (43)

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-
15. "Now his fingers pinched like two halves of a clamshell." (44)

16. "Her words seemed forced from her, like the meat of corn squeezed out of one kernel after another." (48)

17. "Their muted voices sounded like bubbles of steam on the surface of a boiling pot." (50)

18. "The flakes struck my skin like a swarm of gnats...." (50)

19. "Once were in the room of the forest..." (51)

20. "He passed over the powdery surface like a gust of wind" (58)

21. "Compared to him, I was the heaviest and clumsiest moose." (58)

22. "Her voice rumbled like stones tumbling down a hillside." (59)

23. "Excitement and fear ran a race around my mind...." (64)

24. "Fear passed excitement and ran fast down a hill." (66)

25. "The mother and father curled beside each other close as two ash trees with tangled roots." (73)

26. "Her hand rested on his mountain of a chest." (73)

27. "A sparkle of light danced among all the other sounds." (74)

28. "The water pounding a drum with an uneven beat..." (78)

29. "Inside my thoughts, in the place where before now all my distant seeing had been done, my mother's face floated like a water lily." (81)

30. "Gray Fire was my torch in the night...." (85)

31. "The second night we stretched out on a large flat rock that extended over a narrow, fast-paced river whose voice I was certain I recognized." (93)

32. "The lines of her cheek were deep as the ravine...." (96)

33. "The first time that Gray Fire kept going beyond the point I could match his endurance, aloneness dropped over me, wrapped around me, caught me in its gluey web." (98)

B. Imagery. On the pages listed below are different examples of imagery used throughout *Sees Behind Trees*. Identify the example on the page and then draw a visual representation of it.

Page 7



Page 9



Page 35



Page 51



Page 62

Sees Behind Trees Pre-Reading

Topic:		
What I Know	What I Want to Know	What I Learned

Making Connections

Text-to-Self: A connection between the text and something in your own life experience

What does this story remind you of?

Can you relate to the characters in the story?

Does anything in this story remind you of anything in your own life?

Text-to-Text: A connection between the text and another story or text that you have read previously

What does this remind you of in another book you have read?

How is this text similar to other things you have read?

How is this text different from other things you have read?

Text-to-World: A connection between the text and something that is occurring or has occurred in the world

What does this remind you of in the real world?

How are events in this story similar to things that happen in the real world?

How are events in this story different from things that happen in the real world?

Blog Posting Rubric

Blog Posting Rubric	
Your response to the discussion question demonstrates your understanding of the course readings.	2 points
Your responses to a minimum of two classmates' posts are reflective, and ask questions that extend the discussion.	2 points
Your initial post is cited using MLA formatting. References are included following MLA formatting, as needed.	1 point
Your writing is grammatically strong.	1 point
Each discussion is worth 6 possible points	Points

Works Cited

Elk Grove Unified School District. "CCSS-Aligned Rubrics, K-12." 12 January 2012. *Common Core State Standards*. Document. 1 March 2013.

Wagener Salley High School English Department. "Summer Reading Extr- Credit Project." Wagener, February 2013. Document.

Interdisciplinary Unit Title: Native Americans

Developed by: Sandra Watts

Grade Level: 8th

School: A. L. Corbett Elementary Middle

Subject: SC History

Unit Objective(s):

- Analyze Photos of the Yemassee, Catawba, and Cherokee indians of SC.
- Create a Flipchart of the Yemassee, Catawba, and Cherokee tribes of SC.
- Create a brochure on a specific Eastern Woodland tribe that was native to South Carolina.
- Write a summary of the culture of the Yemassee, Catawba, and Cherokee Indians of SC.

Standard(s):

8.1.1 Summarize the collective and individual aspects of Native American culture of the Eastern Woodland tribal group, including the Catawba, Cherokee, and Yemassee.

Essential question(s):

- How did the culture of the Catawba, Cherokee, and Yemassee Indians of SC affect the relationships and settlement of SC by Europeans?

Duration: 1- 8 days

Materials:

Photo Analysis

- Internet Access
- photo analysis sheet

Flip Chart:

- Manila folder (one for each student)
- map of SC
- three different colored note cards (8 for each student of each color)
- glue sticks

Brochures:

- *South Carolina: An Atlas* created by the South Carolina Geographic Alliance
- Internet Access (one for the teacher to print – or one for each student)
- White paper (multiple sheets per student for rough drafts)
- Construction paper (one sheet per student)
- Colored Pencils or Markers
- Pens (for darkening)
- Pictures of Native Americans from each tribe

Procedures:

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Day 1:

Introduce the Native American tribes that lived in South Carolina.

Students will analyze photos of the different SC tribes: Catawba, Cherokee, and Yemassee

They will fill in photo analysis sheets for each picture shown.

Day 2-4:

Have students put name on folders that will become their flipchart (see attached photo)

Students will tape their map of SC on the inside cover of their folder.

Have students label:

- Georgia
- North Carolina
- Atlantic Ocean
- Landform regions of SC
- location of the Catawba, Yemassee, and Cherokee Indian tribes in SC

Students will be asked to pick one color of cards represent each of the three tribes. example- Cherokee

- blue, Catawba – yellow, Yemassee – green)

Students will then begin to research the three Indian tribes with the resources provided.

They will take notes on the location, how they used their geographic regions, jobs, homes, government, language and any other aspect of their culture for each tribe.

Students will then copy relevant information about each of the three tribes culture on each card.

They will then place card on folder to create a flip chart (see attached photo)



Day 5-6:

Use *South Carolina: An Atlas* page 11 to show the areas where the tribes occupied prior to European settlement.

Explain the research project and how to create a brochure. Show the example you created as a demonstration brochure. Separate students into groups of four or five. Each member will research a different tribe. After they create their brochures, they will be informing their other group members about this tribe. Make

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a copy of each person's brochure so that all of the students will have one from each tribe. Use the grading rubric provided to tell them about what will be expected. (see attached)

Have each student look up the information on the website by simply choosing their tribe.

Have them use the collection sheet to gather the appropriate information.

Show the students the sample brochure to demonstrate the proper document styles.

Allow the students to use white paper to create a rough draft. Then, give them opportunities for proofreading, using a dictionary, and a thesaurus to clarify and organize their final project.

After you have signed off on their rough draft, they may create the final copy on construction paper. They can use pens to darken the material and coloring materials to illustrate. If a student is familiar with and prefers to use Microsoft publisher, he/she may do so.

Day 7:

Students will get into group and present their tribe to their group, allowing 3 - 5 minutes per student.

When finished, choose one-two students for each tribe to present to the whole class.

Day 8:

Students will write a summary of the culture of the Yemassee, Catawba, and Cherokee Indians of SC.

.Give students a copy of *Aiken County Content Area Rubric* for grading.

Resources:

Day 1: <http://www.scmemory.org/index.php> (SC Digital Library)

Day 2-4:

- <http://www.sciway.net/hist/indians/tribes>.
- <http://shpo.sc.gov/res/native/Pages/natribes.aspx>
- <http://www.cherokeesofsouthcarolina.com/>
- http://www.bigorin.org/catawba_kids.htm

Day5-6: SC Geographic Alliance *South Carolina: An Atlas*

Collections Sheet

Name _____ Date _____

1) What is the name of your tribe? _____

2) Can you find any possible meanings of that name? What are they? _____

3) To what language family do they belong? _____

4) Are they an active or extinct tribe today? _____

5) What type of recognition does the group have as a Native American tribe? _____

6a) Where were they located prior to European settlers? _____

6b) Where are they located today? _____

7) What are the population estimates that you are given and the years? _____

8) What types of the following did they have?

Dwellings - _____

Food - _____

Clothing - _____

9) Do they have any special beliefs within their tribe? What are they? _____

10) In one paragraph, tell how the European settlers changed this Native American tribe. Write about the good changes and the bad. _____

11) In the space below, give a brief timeline of important events in your tribe's history. Please do not put more than 10 facts.

Native American Brochure Rubric

Name _____ Date _____

Collection Sheet Completed _____/35

Brochure Completed _____/25

Presented to Group _____/15

Neatness and Legibility _____/10

Creativity on Brochure _____/10

Peer Survey _____/5

Total Grade _____/100

Native American Brochure Rubric

Name _____ Date _____

Collection Sheet Completed _____/35

Brochure Completed _____/25

Presented to Group _____/15

Neatness and Legibility _____/10

Creativity on Brochure _____/10

Peer Survey _____/5

Total Grade _____/100

Photo Analysis Sheet

[illegible]

Astronomy

Interdisciplinary Unit Title: Native American Culture

Developed by: Erria Daniels

Grade Level: 8th

School: A.L. Corbett Middle School

Subject: Earth Science

Standard: 8-4 Astronomy:Earth and Space Systems **Indicators:** 8-4.1, 8-4.2, 8-4.4, 8-4.5

Essential Question: How are you affected by the characteristics, structure, or predictable motions of celestial bodies?

Student Objectives:

The learner will be able to:

- analyze the scientific accuracy of ancient North American Indian observations.
- engage in a self-guided exploration of the importance of solar observations in ancient cultures.
- use a Java program to compare sunspots and x-ray images of the sun.
- make a correlation between x-ray active regions and sunspots through measurement, graphing, and critical thinking.

Duration: 3 weeks

Materials: Book- *Living the Sky: The Cosmos of the American Indian*, Starlab (provided by Clemson extension, paid for by students), computers, website: <http://www.exploratorium.edu/sunspots/>

Procedures:

1. Students will see the night sky through the eyes of various Native American tribes— Navajo, Shoshoni, Cherokee, Hopi, and others— and learn how the stars ushered in the seasons and how they explained the various phenomena of nature through the Starlab portable planetarium and summarize the experience from the viewpoint of one of the tribe members.
2. Students will analyze the scientific accuracy of ancient North American Indian observations from the read aloud, *Living the Sky: The Cosmos of the American Indian* by Ray A. Williamson
3. Students will explore ancient and modern solar science while using an interactive research exercise website and attempt to correlate the areas of sunspots with those of x-ray active regions

Assessments: planetarium summary, read aloud accuracy summary, graph and resulting correlation

Lesson Plans for Native

Native Amer

Interdisciplinary Unit Title: Native American Pottery

Developed by: Kimberly Fontanez

Grade Level: 8th

School: A.L. Corbett Elementary Middle School

Subject: Art

Standards:

VA8-3.3 Discuss the ways that choices of **subject matter**, symbols, and ideas combine to communicate meaning in his or her works of visual art.

VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors.

Essential Question: If you were to meet a Native American, what would you ask him/her concerning how clay affected their lives?

Objectives: Students will demonstrate an understanding of Native American Pottery and create a Native American clay mask.

Duration: 3 weeks

Materials: Clay, Clay Tools, Newspaper, Containers for Slip, Plastic Bags

Procedures:

1. Students will assess and analyze images of Native American Masks.
2. Students will create a sketch of the Native American Mask design.
3. Students will create a Native American Mask.
4. Students will write a critique of their created mask.

Assessments: Rubric



Rubric

Student's Name: _____

Date: _____

Criteria	5 Excellent	4 Good	3 Getting There	2 Needs Work	1 Little or No Evidence
Concept (x 4) <ul style="list-style-type: none"> Understanding of project 	Understanding of complete concept!	Understands most	Some understanding	Understands Very little	No understanding
Creativity (x 4) <ul style="list-style-type: none"> Own work, different from peers (made your own, unique) 	Completely unique!	Almost unique	Some uniqueness	Little uniqueness	Copied
Skill (x 2) <ul style="list-style-type: none"> Application of technique taught 	Very Evident!	Mostly evident	Some evidence	Little evidence	No skill shown
Neatness (x 4) <ul style="list-style-type: none"> Way material(s) was applied no smudges no eraser marks no holes 	Meet all four criteria!	Meets three criteria	Meets two criteria	Meets one criteria	Meets no criteria
Critique (x 2) <ul style="list-style-type: none"> Participation in oral critique 	All questions answered!	Three questions answered	Two questions answered	One question answered	No participation
Overall (x 4) <ul style="list-style-type: none"> Completion of project 	Complete!	$\frac{3}{4}$ completed	$\frac{1}{2}$ completed	Less than $\frac{1}{2}$ completed	Incomplete

SCORE: _____