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Unit Plan Overview for Interdisciplinary Traveling Trunk

Title of Unit: Native American Culture Grade Level: 8 Duration: 3 weeks

Developed by: Kaneila Cannon, Erria Daniels, Kimberly Fontanez, & Sandra Watts

South Carolina Academic Standards for two or more content areas:

ELA Native American Culture	Art Native American Pottery	Science 8-4 Astronomy: Earth & Space Systems	Social Studies Native Americans
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Summary of activities	Eighth grade students will look at 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, from their viewpoint, they explained the various phenomena of nature. How were they- and how are WE- affected by the characteristics, structures, and predictable motions of celestial bodies? Students will then analyze the scientific accuracy of ancient North American Indian observations using the read aloud, <i>Living the Sky: The Cosmos of the American Indian</i> . Students will explore ancient and modern solar science while using an interactive research exercise website. In Social Studies, they will analyze photographs, use maps, conduct research, create flip folders and present brochures. They will discover how the culture of the Catawba, Cherokee, and Yemassee Indians of South Carolina affected the relationships and settlement of our state by Europeans. In Language Arts, they will evaluate an article about myths and stereotypes of Native Americans, identify figurative language used in a novel, and make connections between texts. In Art, the students will analyze Native American art, work with clay, and create a Native American Mask. NOTE: This TILT includes clay and glaze, which is very heavy and is packaged separately.
Class Novels	Science: “Living the Sky: The Cosmos of the American Indian” by Ray A. Williamson Art: “Native American Art in the Twentieth Century: Makers, Meanings, Histories” by W. Jackson Rushing III
Literature Circle Novels (4 copies of each)	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

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Text Set	Sees Behind Trees by Michael Dorris “ Myths and Stereotypes about Native Americans ” by Walter C. Fleming
Essential Questions	<p>Science: How are you affected by the characteristics, structure, and predictable motions of celestial bodies?</p> <p>Social Studies: How did the culture of the Catawba, Cherokee, and Yemassee Indians of SC affect the relationships and settlement of SC by Europeans?</p> <p>ELA: How can life help you to see beyond what’s in front of you?</p> <p>Art: If you were to meet a Native American, what would you ask him/her concerning how clay affected their lives?</p>
Vocabulary	<p>Science: Astronomy</p> <p>Social Studies: Catawba, Cherokee, Yemassee Indians</p> <p>ELA: Figurative Language, Imagery, Stereotypes</p> <p>Art: Ceramics, Clay, Wedge, Kiln, Slip, Fire, Score, Compress, Bisqueware, Bone Dry, Leatherhard</p>
Materials	<p>Science: 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/</p> <p>Social Studies: Photo Analysis: Internet Access, Photo Analysis Sheet. Flip Chart: Manila folder, Map of SC, 3 different colored note cards, glue sticks. Brochures: Atlas, Internet Access, White Paper, Construction Paper, Colored Pencils/Markers, Pens, & Pictures of Native Americans</p> <p>ELA: 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</p> <p>Art: Clay, Clay Tools, Newspaper, Containers for Slip, Plastic Bags</p>

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Activities	<p>Science: 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.</p> <p>Social Studies: Students will create brochures on Native American Tribes.</p> <p>ELA: Students will complete a KWL chart about Native Americans. The students will Write a compare/contrast essay in which you compare your life’s journey with that of Walnut/Sees Behind Trees.</p> <p>Art: Students will create a Native American Mask</p>
Pre-Writing and Writing Activities	<p>Science: Students will write a planetarium summary</p> <p>Social Studies: Students will write a summary of the culture of the Yamassee, Catawba, and Cherokee Indians of SC.</p> <p>ELA: Write a compare/contrast essay in which you compare your life’s journey with that of Walnut/Sees Behind Trees.</p> <p>Art: Students will write a detailed art critique about their Native American Mask.</p>
Accommodations/ Differentiating Instruction	<p>All: Extra time and assistance will be given to students that need differentiated instruction.</p>

Attached: Daily Lesson Plans