Third Grade Integrated Social Studies Unit

Standard II: Students will understand cultural factors that shape a community

Objective 2.2

Explain how selected indigenous cultures of the Americas have changed over time.

a. Describe and compare early indigenous people of the Americas (e.g. Eastern Woodlands, Plains, Great Basin, Southwestern, Arctic, Incan, Aztec, and Mayan).

b. Analyze how these cultures changed with the arrival of people from Europe and how the cultures of the Europeans changed.

Vocabulary:

Integration: of literacy elements: (interactive writing, shared writing, shared reading, informational text structure, vocabulary), Social Studies content area and arts (music, drama, dance, visual arts).

Materials: Students will find the need for materials as they plan the way that they will present their learning. They could include anything from posters and charts to costumes and music, with your guidance.

- List of Tribes by Region
- Blank worksheet for taking notes on tribes

Resources: Bibliography of books and Websites

Preparation: brainstorm, map ideas and choose groups

Lesson Development: Phase I building knowledge and interest, Phase II Developing the Project, Phase II Preparing and Sharing with group.

Beginning the Project, Building Background Knowledge:

Phase I:

Get students into small groups 5 or 6 students to a group. Give them a stack of post it notes and have scribe write sentences or phrases about what they already know about Native Americans. (Have students choose a scribe and reporter for each group as they first meet. The scribe will take notes in their group onto the post-its, and the reporter will report their findings to the whole group as their post-its and sorted onto the large class chart).

Sort and classify as a class what they have written on a big chart paper putting like things together.

Have a discussion about the things they came up with. As you come up with the different categories, have them think about an area or category that they would like to learn more about to do some research on. After
you analyze their categories you may need to add a few of your own to make sure that all the important information is covered.

Introduce a map that shows the different regions for the Native Americans. Looking at the regional map and thinking about the United States have them think of the things that would make the Native Americans in these different regions alike or different. Help students consider land forms, climate, soil, available water etc.

Books to use for introduction and to build background knowledge:

- Scholastic Encyclopedia of the North American Indian by James Ciment, with Ronald LaFrance, PhD
- Myth and Civilization of the Native Americans by Marion Wood

Skim through the books with the students share with them the different Regional Tribes. Help them understand how very many there were. Talk about how the Native Americans came to be in the Americas.

Phase II

After the introduction of information to get students thinking about the different indigenous groups and where and how they lived, have students choose a group to participate in. The groups come from the categories that you came up with as students brainstormed what they already know about Native Americans. They will work together in their group, using information that they gather to prepare a project to share with the class that goes with their Native American group.

Students can gather information from books, the internet, maps, interviews, newspapers, magazines, artifacts or movies.

As they collect their information they can write, take notes, sketch or any way that they want to document the information that they gather. There will also be a large chart kept going of the information that is learned about the different regions where the Native Americans lived and how they survived and lived.

Phase III

In this phase students prepare a presentation of some sort to share what they have learned with others. It can be in any form that they (in their group) decide to share. They are encouraged to use any art elements, Visual Arts, Dance, Drama, or Music.

Organization of time and presentation

Each of these phases takes approximately one week working 30 to 45 min. a day.