Title: Northwest Coast Indians
Subject Matter Emphasis and Level: 5th grade social studies

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Brief Description of the Lesson/Unit:
A study of the Indian tribes of the Northwest Coast is one of many Indian cultures from North America that we are comparing and contrasting. We will specifically focus on the natural resources available to them, the food, clothing, and housing that sustained these people. We will also learn about their cultural traditions.

SD Content Standards:
5.US.1.1 Students are able to differentiate the lifestyles of the various Native American tribes.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

People of all cultures use the natural resources available to themselves. These resources determine their diet, their housing structures, their livelihood, and even shape their religious beliefs.
2. **What essential questions will guide this unit and focus teaching/learning?**

   What resources are available to the Indian people of the northwest coast?
   What is the diet of the northwest Indian people?
   How do the available resources affect the housing needs of the people?
   What specific tools are used for their livelihood?
   In what customs do you see the religious beliefs of the northwest Indian people manifested?
   What modes of transportation were used to assist the northwest coast Indian people in gathering resources and trading?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   Students will identify resources available to the northwest coast Indians; specifically the Pacific Ocean and Columbia River and forested areas. Students will connect the availability of resources to the diet and housing of these people. Students will describe the materials used to build homes and illustrate the structure of a Chinook pithouse. Students will compare and contrast boats used for whaling vs. fishing or trading. Students will diagram the phases of a whale hunt, as well as how different parts of the whale were used. Students will identify the totem pole as an important religious and cultural symbol that portrays family history, as well as creating a totem pole that exhibits their own personal lifestyle.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

   Some students may assume that all Indian cultures are similar to the ones we have here in South Dakota. Students may not have a historical understanding of any Indian cultures. On the other hand, students may be interested in comparing Indian Cultures of other regions to the information that already know about the Lakota, Nakota, and Dakota Sioux from South Dakota history covered in the 4th grade standards.

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**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**
Participation in classroom discussions, completion of projects, presentation of illustrations and diagrams, and completion of written work will show student understanding.

Performance Tasks: Students will illustrate diagrams of pithouses, totem poles, and whale hunts. Students will compare and contrast Nookta and Haida boats. They will categorize resources and identify the basic needs met with those resources. They will internalize the importance of totem symbols by creating a totem to represent their own lives.

Other Evidence:
*Quizzes, Tests, Prompts, Work Samples (summarized):*

Students will complete written work and present projects in class.

*Unprompted Evidence: (observations, dialogues, etc.)*

Student observations displayed through illustrated project work or during classroom discussions will be shared.

*Student Self-Assessment*

Students will write a brief narrative summary describing what they have learned about the resources and culture of the northwest Indian people.

**Stage 3: Plan Learning Experiences and Instruction**
1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

Students will read Chapter 2 in their Social Studies text, along with the availability of numerous library materials checked out. Students will participate in whole group and small group discussions. Students will illustrate diagrams, present their projects to the class, and complete written work.

**Materials & Resources (technology & print):**

Harcourt Brace Social Studies text and materials, copyright 2000. Some students may access the internet for research. A variety of books from the library will be available for reading and research information.

**Management:**

Students will participate in whole group, small group, and individual learning activities as directed by teacher. This lesson would stretch approximately over a three day time span. A combination of teacher observation, rubrics for projects, and written quiz formats will be used.

**Support Services and Special Teacher Notes:**

None available.

**Extensions and Adaptation:**

Students who struggle with reading the materials will listen to and follow along as others read. They will focus on headings, captions, diagrams, and illustrations.
Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

Students will be assigned or offered various tasks based on their strengths and abilities.

**Differentiated Content:**

Students with higher reading ability will have additional time for research, and of course be able to take in more content than the minimum requirements. They may also choose to complete additional projects, based on interest. Struggling learners will participate in more teacher directed reading and activities.

**Differentiated Product:**

The whole class presentations offered will help cover a broad range of information. Some students will illustrate and label a pit house. Some will create a diagram showing the activity sequence of a whale hunt. Another student or group might create a poster showing how the parts of a whale were used. Students creating their own totem poles will have a personal connection to the cultural traditions of Indian tribes of the northwest. Written work will also differ, ranging from worksheets and quiz formats to written reports.